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ABSTRACT

This report describes the status of public education in Texas, as required by Texas law. It contains an executive summary and 14 chapters on the following topics: (1) state performance on the academic-excellence indicators; (2) a summary compilation of overall student performance on the state performance assessments and a study of the correlation of course grades with state assessments; (3) a summary report on students in alternative-education settings; (4) a summary compilation of overall performance of students at risk of dropping out of school; (5) student dropouts, including profiles and dropout rates; (6) grade-level retention of students; (7) district and campus performance in meeting state accountability standards; (8) status of the curriculum; (9) waivers and deregulations; (10) administrative cost ratios of school districts; (11) district reporting requirements; (12) funds and expenditures of the Texas Education Agency; (13) a comparison of open-enrollment charter schools and school districts on the academic-excellence indicators, accountability measures, and student performance; and (14) a status report on character-education programs. Overall, student performance increased over the previous year, and students in school districts outperformed students in charter schools. (Contains numerous graphs, charts, and tables.) (Author/WFA)

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A REPORT TO THE
78TH TEXAS LEGISLATURE
FROM THE TEXAS EDUCATION AGENCY

2002 COMPREHENSIVE ANNUAL REPORT ON TEXAS PUBLIC SCHOOLS

EA032308

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Felipe T. Alanis
Commissioner of Education

November 27, 2002

The Honorable Rick Perry, Governor of Texas
The Honorable Bill Ratliff, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the Texas Legislature

The *2002 Comprehensive Annual Report on Texas Public Schools* describes the status of Texas public education, as required by §39.182 of the Texas Education Code. The report must be submitted to you by December 1 of each year. As per HB 1016, this report will be posted by this date at the agency's web site under http://www.tea.state.tx.us/reports/. You can print a copy directly from the web or contact the TEA Governmental Relations Office for a paper copy.

This report contains an executive summary and 14 chapters on the following topics: state performance on the academic excellence indicators; a summary compilation of overall student performance on the state performance assessments and a study of the correlation of course grades with state assessments; a summary report on students in alternative education settings; a summary compilation of overall performance of students at risk of dropping out of school; student dropouts; grade level retention of students; district and campus performance in meeting state accountability standards; status of the curriculum; waivers and deregulation; administrative cost ratios of school districts; district reporting requirements; funds and expenditures of the Texas Education Agency; a comparison of open-enrollment charter schools and school districts on the academic excellence indicators, accountability measures, and student performance; and a status report on character education programs.

If you require additional information, please contact the agency staff listed at the end of each chapter.

Respectfully submitted,

Felipe Alanis
Commissioner of Education

Fulfilling the Promise for All Texas Children

2002
Comprehensive Annual Report on Texas Public Schools

A Report to the 78th Texas Legislature
from the Texas Education Agency

December 2002

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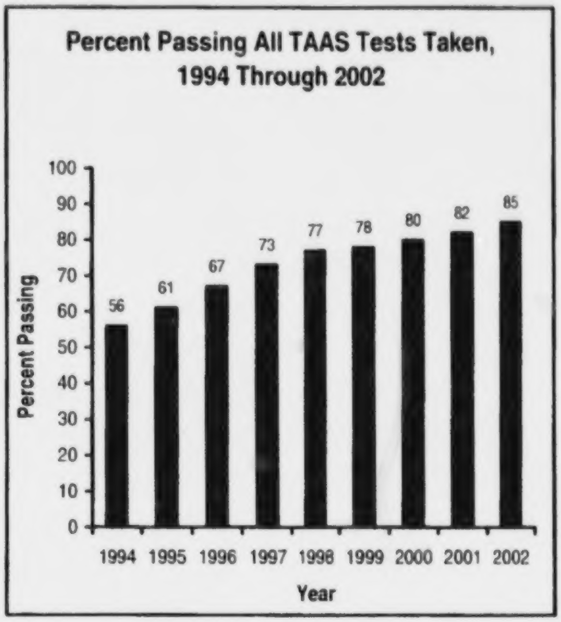
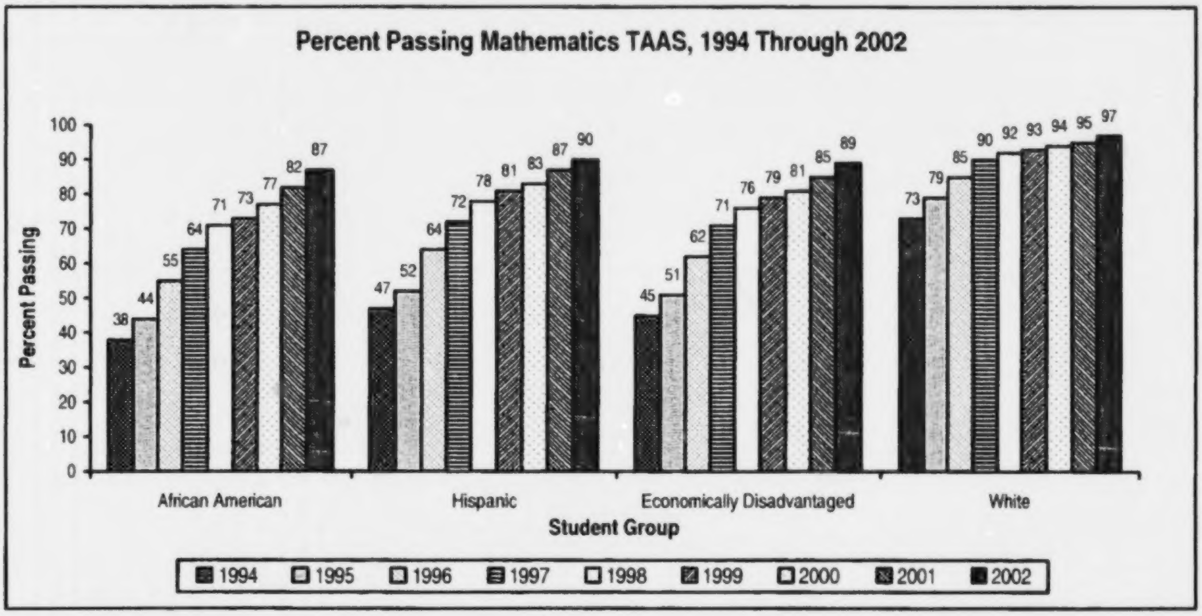
Executive Summary

The following are highlights of the *2002 Comprehensive Annual Report on Texas Public Schools.*

- Over 85 percent of all students taking the Texas Assessment of Academic Skills (TAAS) passed all tests taken* in 2002. Performance of all students increased by 29.7 percentage points over the past eight years, with increases of 43.9 percentage points for African American students; 38.6 percentage points for Hispanic students; and 39.2 percentage points for economically disadvantaged students. The increases are evident even as more students are taking the TAAS, fewer students are being exempted, and more students are being included in the accountability system. In 2002, Grade 8 social studies TAAS scores were included in the accountability system for the first time. In 2002, over 96 percent of students enrolled in the spring were tested and 85 percent of those assessment results were included in the accountability system.
- Texas students continued to make significant advances in mathematics. In 2002, 92.7 percent of





** Results reflect the performance of only those students who were enrolled in the same district as of October of each school year. This assures that the accountability ratings are based only on the performance of students who have been in the same school district for most of the academic year. Results include performance of students served in special education who took the TAAS; performance of students who took the Spanish version of the TAAS in Grades 3-6; and 2,998 students statewide who met the testing requirement for graduation by passing 3 out of 4 end-of-course examinations prior to the spring semester of their sophomore year, rather than taking the exit-level TAAS.*

all students taking the mathematics TAAS in Grades 3-8 and Grade 10 passed, an increase of 32.2 percentage points since 1994. Minority students and economically disadvantaged students have made especially impressive gains. Between 1994 and 2002, the percentage of African American students passing the mathematics TAAS increased by 48.4 percentage points; the percentage of economically disadvantaged students passing increased by 43.9 percentage points; and the percentage of Hispanic students passing increased by 43.0 percentage points.

- Students have shown improvement on the reading TAAS assessment. In 2002, 91.3 percent of all students taking the reading test passed, an increase of 14.8 percentage points since 1994. The greatest improvements since 1994 in reading passing rates have been for: African American students with an increase of 26.5 percentage points; economically disadvantaged students with an increase of 23.1 percentage points; and Hispanic students with an increase of 22.0 percentage points.
- Statewide, 94.4 percent of the class of 2002 passed the exit-level TAAS, an increase of 11.6 percentage points over the passing rate (82.8%) for the class of 1995. Passing rates were higher for all student groups, i.e., African American, Hispanic, White, Native American, and Asian/Pacific Islander, and male and female students, in the class of 2002 compared to the class of 2001. In comparing the passing rates of the class of 2002 to the class of 1995, three student groups showed the largest gains: Native American students gained 17.5 percentage points; African American students gained 17.4 percentage points; and Hispanic students gained 16.3 percentage points.
- In spring 2002, students in special education who were taught the Texas Essential Knowledge and Skills (TEKS) but for whom the TAAS was not appropriate, took the State-Developed Alternative Assessment (SDAA) to measure their progress. Baseline data were established by their Admission, Review, and Dismissal (ARD) committees in 2001. The 2002 SDAA scores summed across Grades 3-8 indicated that 69.6 percent of students met their ARD expectations. Currently the SDAA scores are not included in the accountability ratings, but they will become part of the school accountability system in the future.
- Of the 2,193,137 students eligible to be tested with the English or Spanish TAAS or the SDAA in 2002, 96.2 percent were tested. This was the same percentage tested in 2001. The SDAA first became available in 2001. Of all students tested, 6.7 percent took the SDAA rather than the TAAS.
- A total of 17,563 students in Grades 7-12 were identified as dropouts in the 2000-01 school year, down from 23,457 in 1999-00. The 2000-01 annual dropout rate decreased to 1.0 percent from the 1999-00 rate of 1.3 percent. For the class of 2001, the longitudinal dropout rate was 6.2 percent. The target set in law is to reduce the longitudinal dropout rate to 5 percent or less (Texas Education Code §39.182). To meet this statutory goal, the longitudinal dropout rate will need to be reduced by about one-third. The longitudinal dropout rate of 6.2 percent was a decrease from the 7.2 percent longitudinal rate for the class of 2000 Grade 9 cohort, and the 8.5 percent longitudinal dropout rate for the class of 1999 Grade 9 cohort.
- For the class of 2001, the overall graduation rate was 81.1 percent. African American students had a graduation rate of 77.7 percent; White students, 86.8 percent; and Hispanic students, 73.5 percent. Each group showed an increase over the preceding year in the percentage of students graduating.
- In the 2000-01 school year, a total of 177,400 students were retained in grade. The overall grade-level retention rate for students in Grades K-12 was 4.7 percent. The rate remained unchanged from the previous two years. Across all grade levels, students in Grade 9 had the highest average retention rate (17.4%). At the elementary level, the highest retention rate was found in Grade 1 (6.3%). Males were retained more often than females. African American and Hispanic students were retained more often than White students or students from other ethnic groups. In 2000-01, there were 37,766 students in Grade 3 who did not pass the reading TAAS. Out of the 37,766 Grade 3 students who did not pass the Grade 3 reading TAAS in a single attempt, 11.2 percent were retained. Out of the 228,259 Grade 3 students who did pass the reading TAAS, only 0.6 were retained.
- Participation in AP/IB examinations continued to increase. The percent of 11th or 12th graders taking at least one Advanced Placement (AP) or International Baccalaureate (IB) test rose to 14.3 percent in 2000-01 from 8.6 percent in 1996-97. The percentages of students participating in these examinations increased for all student groups between 1999-00 and 2000-01. The number of AP examinees in Texas has increased by 118.0 percent since 1996, compared to a national increase of 56.3 percent.
- Slightly over 122,400 Texas students in the class of 2001 took either the SAT I or the ACT by the end of the 2000-01 school year. Participation in college admission testing has increased at higher rates in Texas than nationally. From 1996 to 2001, the

number of SAT I test takers increased 24.6 percent in Texas, compared to 17.6 percent nationwide; while the number of ACT test takers increased 24.4 percent in Texas, compared to 15.7 percent nationwide. The percentage of examinees that scored at or above the criterion score on either test was 26.9 percent for the class of 2001, up from 26.3 percent for the class of 1996.

- For the first time, the majority of students taking the Algebra I end-of-course (EOC) test passed the test in 2002 (57.8%). This is an improvement from the percent passing of 49.2 percent in 2001 and from the 27.0 percent passing in 1996. Mastery of Algebra is a strong indicator of preparation for college, and beginning with the freshman class of 1998, Algebra I became a required course for high school students. Performance on the Biology EOC test improved to 79.8 percent passing in 2002 as compared to 71.0 percent passing in 1995. The percent of students passing the English II EOC test in 2002 (69.0%) was a decrease from the 75.1 percent passing in 2001. In 2002, U.S. History EOC tests had a passing rate of 73.9 percent, down from the 74.3 percent passing in 2001. The passing percentages reported here include summer, winter, and spring test administrations.

- In 2002-03, the agency will administer a new assessment, the Texas Assessment of Knowledge and Skills (TAKS). The exit-level assessment required for graduation will be administered in Grade 11 rather than Grade 10 and will increase in scope to include at least English III, writing, Algebra I, geometry, early American history, United States history, biology, and integrated chemistry and physics. Specific subject area content must be included in these sections of the exit-level test. In addition, the exit-level test assesses mastery of skills prerequisite to high school graduation and readiness for enrollment in an institution of higher education. The new testing program adds a number of new tests in other grades and eliminates some existing tests.

- The number of districts and campuses that received *exemplary* and *recognized* ratings from the state accountability system generally continued to increase over previous years although the accountability standards have been raised and more students have been included in the system. There were nearly 11 times as many *exemplary* districts in 2002 (149) as there were in 1995 (14). The number of *recognized* districts more than tripled (137 to 426) over this same time period. Increases were also seen in campus ratings. There were more than 7 times as many *exemplary* campuses in 2002 (1,921) as there were in 1995 (255). The number of *recognized* campuses more than doubled from 1995 to 2002 (1,004 versus 2,400). The number of campuses rated *low performing* decreased from 267 in 1995 to 150 in 2002. During this same time period, the number of *academically unacceptable* districts decreased from 34 in 1995 to 16 in 2002.

- As of July 2002, the State Board of Education (SBOE) had awarded 223 open-enrollment charters, and 186 were in operation. In 2002, 200 open-enrollment charter schools received accountability ratings. Of the 94 rated under the regular accountability system: 15 were rated *exemplary*; 9 were rated *recognized*; 32 were rated *acceptable*; and 38 were rated *low performing*. Of the 106 rated under the alternative education (AE) accountability procedures: 3 were rated AE: *commended*; 62 were rated AE: *acceptable*; and 41 were rated AE: *needs peer review*.

- In 2002, 64.2 percent of charter school students participating in the English-version TAAS passed all tests taken. The percentage passing in at-risk charters was slightly lower – 59.6 percent. The average passing rate for the state, excluding charters, was 85.5 percent. Regardless of student group, subject, or grade, average passing percentages on the English-version TAAS in school districts were higher than in charters. However, the 64.2 percent passing rate represents a notable increase from the previous year's charter school passing rate for all tests taken (55.7%).

- In some cases, charters serving predominantly at-risk students outperformed charters as a whole. Specifically, Grade 5 students in at-risk charters had higher passing rates on the English-version reading and mathematics TAAS than did Grade 5 students in charters as a whole. On the English-version TAAS, Hispanic and economically disadvantaged students in at-risk charters had higher passing rates in reading and social studies than did these student groups at charters as a whole. Hispanic students at at-risk charters also outperformed Hispanic students at regular charters on the English-version TAAS in mathematics and writing. At-risk charters had strong performances among students taking the Spanish-version TAAS tests. In Spanish-version Grade 4 reading and mathematics and Grade 5 mathematics and all tests taken, charters serving predominantly at-risk students had higher passing rates than other charters and school districts.

- The Grades 7-12 annual dropout rate for all charters was 3.3 percent in 2000-01. This rate was 2.5 percentage points higher than the 0.8 percent annual dropout rate for school districts, excluding charters. The Grades 7-12 annual dropout rate for charters serving primarily at-risk students was 3.7

percent. Between 1998-99 and 2000-01, the Grades 7-12 annual dropout rate decreased 3.9 percent for all charters and decreased 5.6 percent for at-risk charters.

- In 1995, districts were required by the Safe Schools Act to establish Disciplinary Alternative Education Programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses. In 2000-01, 89,532 students were placed in DAEPs, an increase from the 70,728 placed in DAEPs in 1998-99. In 2000-01, average placement time in DAEPs was 32.6 days. On the 2001 TAAS, DAEP students had a passing rate in reading of 71.3 percent compared to the state rate of 88.9 percent. In mathematics, the DAEP student passing rate was 72.4 percent compared to the state rate of 90.2 percent. Statewide, 96.2 percent of students were tested in reading and mathematics in 2001, while only 85.0 percent of DAEP students were tested in reading. Students in DAEPs had a much higher absence rate of 7.7 percent compared to the state rate of 0.6 percent; the DAEP student exemption rate for special education of 2.9 percent was more than twice the 1.1 percent rate for the state as a whole.
- In 2001, Senate Bill 702 changed the criteria used for identifying students at risk of dropping out of school by amending §29.081 of the Texas Education Code. This expanded the definition. As a result, 1,665,812 (40%) of the 4,165,101 public school students in Texas were identified as at risk. At risk students averaged 84 percent passing in Grade 8 reading; Grade 5 at risk students had 90 percent passing in mathematics. Across grades and subjects tested, at risk students were consistently outperformed by students not at risk.
- Of the districts and charter schools responding to a June 2002 survey, 62.1 percent reported implementation of some type of character education program. Data were reported by 287 districts and charter schools whose programs met the criteria set in House Bill 946 for Character Plus programs. The agency designated the campuses in these districts and charter schools operating these programs as Character Plus Schools.

1. Academic Excellence Indicators

This chapter presents the progress the state is making on the Academic Excellence Indicators established in Texas law, adopted by the commissioner of education, or adopted by the State Board of Education (SBOE). Detailed analysis of Texas Assessment of Academic Skills (TAAS) results and dropout rates can be found in Chapters 2 and 5 of this Comprehensive Annual Report. This section provides an analysis of other measures and indicators in the Academic Excellence Indicator System (AEIS) State Performance Report, which are located on pages 6 to 17, and include:

- progress of students who failed the reading or mathematics portion of TAAS the prior year;
- percentage change in proficiency level for students taking the Reading Proficiency Tests in English (RPTE);
- cumulative percentage of students passing the exit-level TAAS;
- performance on end-of-course tests;
- percentage of students served in special education meeting Admission, Review, and Dismissal (ARD) committee expectations on the State-Developed Alternative Assessment (SDAA);
- participation of students in TAAS testing (i.e., percentages of students tested and not tested);
- attendance rates;
- completion rates/student status rates;
- completion of advanced courses;
- completion of the recommended high school program;
- results of Advanced Placement (AP) and International Baccalaureate (IB) examinations;
- equivalency between performance on exit-level TAAS and the Texas Academic Skills Program (TASP) test;
- results from college admission tests (SAT I and ACT); and
- profile information on students, programs, staff, and finances.

Progress of Prior Year TAAS Failers

For this indicator, the progress of students who failed the reading or mathematics portion of the TAAS (English version) is calculated by comparing the performance of students who failed TAAS in the prior year with their performance in the current year. This indicator provides two measures: (1) the average Texas Learning Index (TLI) growth for these students between the prior and current year; and (2) the percentage of students failing these assessments in the prior year who passed them in the current year. A report providing this information for Grades 4-8 and 10 for each campus and district is accessible from 2001-02 Academic Excellence Indicator System (AEIS) reports on the Division of Performance Reporting web site.

Statewide, students who failed one or more of the TAAS tests in 2001 demonstrated an average TLI growth of 11.81 in reading and 10.45 in mathematics in 2001, up from 10.89 in reading and virtually the same at 10.97 in mathematics in 2001. Average TLI growth in 2002 was higher for all student groups in reading than in 2001. Comparisons of 2002 to 2001 for mathematics show very slight declines in average TLI growth for all student groups except for White and Native American student groups, which showed very slight increases. It is important for students who fail the TAAS in a given year to demonstrate substantial growth so that they will be prepared to pass the exit-level TAAS, currently administered at Grade 10, and therefore meet the testing requirement for graduation.

Over half (58.9%) of the students who failed the reading assessment in 2001 passed in 2002. This is an improvement from 2001, when 52.2 percent passed after failing reading in 2000. The results for mathematics were similar, with 61.6 percent of prior year failers passing in 2002, compared to 57.4 percent in 2001. Average percent passing in 2002 was higher than in 2001 for all student groups.

Reading Proficiency Tests in English

Two years of results from the Reading Proficiency Tests in English (RPTE) were reported for the first time

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Technical Note. The TAAS results shown in the AEIS State Performance Report on pages 6 to 17 differ by 1 or 2 percentage points from those reported in the Student Performance chapter of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same district as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same district for most of the academic year. The Student Performance chapter, however, contains the results of all students who took the TAAS in the spring of each year, regardless of their enrollment status the previous October. Unlike AEIS results, in the Student Performance chapter, English and Spanish test results are not combined, and students who met the testing requirements for graduation by passing end-of-course tests are not included. TAAS results in both chapters reflect similar trends.

this year. The RPTE measures annual growth of students learning English based on three levels of proficiency: *Beginning*, *Intermediate*, and *Advanced*. Limited English proficient (LEP) students in Grades 3-12 take the RPTE until they achieve ratings of *Advanced*, after which they subsequently take the TAAS assessments. The AEIS reports the levels of proficiency obtained in 2002 by students who attained *Beginning* and *Intermediate* proficiency in 2001. Of those students who scored at the *Beginning* level in 2001, 38.8 percent remained in that score range in 2002, 38.3 percent moved to the *Intermediate* level, and 22.9 percent moved to *Advanced*. Of those students who scored at the *Intermediate* level in 2001, 3.7 percent declined to the *Beginning* level, 26.6 percent remained at the *Intermediate* level, and 69.7 percent moved to the *Advanced* level in 2002. These results are improvements over the prior year.

Cumulative Percent Passing Exit-Level TAAS

Students, with some exceptions for students receiving special education services, must pass the exit-level TAAS in reading, mathematics, and writing to receive high school diplomas. The exit-level TAAS is first administered in the spring of the students' tenth grade year. Students have seven additional opportunities to retake the test until their graduation date.

This measure is the percentage of students passing all tests taken on the exit-level TAAS for the class of 2002 and the class of 2001. For example, the TAAS cumulative passing rate for the class of 2002 shows the percentage of students who first took the exit-level test in spring 2000 when they were sophomores, and eventually passed all tests taken by the end of their senior year, May 2002. The measure includes only those students who took the test in the spring of the tenth grade and continued to retake the test, if needed, in the same district.

Statewide, 94.4 percent of the class of 2002 and 93.1 percent of the class of 2001 passed the exit-level TAAS. Passing rates were higher for all student groups, i.e., African American, Hispanic, White, Native American, and Asian/Pacific Islander, and male and female students, in the class of 2002 than in the class of 2001. The greatest gains were for African American students (91.1% compared to 89.0%) and Hispanic students (90.8% compared to 88.8%).

Results for End-of-Course Examinations

Students completing Algebra I, Biology, English II, or United States History must take end-of-course examinations. The AEIS shows the percentage of students who took the test, and who passed the test in the summer preceding the school year or either December or May of each school year. For Algebra I, results for students in Grades 7-12 are reported. Results for students in Grades 9-12 are reported for Biology, English II, and United States History.

Statewide in 2001-02, 17.0 percent of students in Grades 7-12 took the Algebra I test, down slightly from the 17.2 percent taking this test the previous year. In Grades 9-12, 24.0 percent of students took the Biology test in 2001-02, up from 23.8 percent the prior year; 21.8 percent took English II in 2001-02, down very slightly from 22.0 percent the prior year; and 16.3 percent took United States History in 2001-02, down from 18.5 percent the prior year.

The percent of students passing Algebra I was 57.8 in 2001-02, an improvement over the prior year when 49.2 percent passed the test. This was the only improvement in performance on end-of-course examinations. The percent passing Biology, English II, and United States History in Grades 9-12 declined from 2000-01 to 2001-02. The percent passing Biology was 79.8 in 2001-02, compared to 79.9 percent in 2000-01. For English II, 69.0 percent of students passed in 2001-02, while 75.1 percent passed the prior year. Statewide, 73.9 percent of students passed United States History in 2001-02, compared to 74.3 percent in 2000-01. End-of-course assessments are considered the best currently available predictor of performance on the new exit-level examinations to be administered in 2003. Algebra I end-of-course examination passing rates are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

State-Developed Alternative Assessment (SDAA) Results

The State-Developed Alternative Assessment (SDAA) assesses students in special education programs in Grades 3-8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom the TAAS is an inappropriate measure of academic progress. SDAA tests are given in the areas of reading, writing, and mathematics, and students are assessed at their appropriate instructional levels, as determined by their admission, review, and dismissal (ARD) committees. State statute does not permit reporting of SDAA results by grade level or subject area; therefore the AEIS reports the percent of students tested who met their 2002 ARD committee expectations for all tests taken, aggregated across grade levels. The first year a student is assessed on the SDAA is a baseline measure, after which the ARD committee sets an expectation for performance when the student takes the SDAA the next year. Statewide, 69.6 percent of students taking the SDAA for the second time in 2002 met their ARD committee expectations. Results varied slightly by student group, with 68.0 percent of African American, 68.9 percent of Hispanic, 69.5 percent of economically disadvantaged, 71.4 percent of White and Asian/Pacific Islander, and 71.5 percent of Native American students meeting their ARD committee expectations.

TAAS Participation

Every student enrolled in a Texas public school in Grades 3, 4, 5, 6, 7, 8, and 10 must be given the opportunity to take the TAAS test or SDAA. The TAAS participation section of the AEIS reports provides the percentages of students tested and not tested, and other categories of results that are excluded or included in evaluations for accountability ratings purposes. The percentages are based on the unduplicated count of students for whom TAAS or SDAA answer documents was submitted. In 2002, test results for accountability evaluations included students in regular and special education in Grades 3 through 8 and 10 who took the TAAS, as well as students served and not served in special education who took the Spanish version of TAAS in Grades 3 through 6. Results of the SDAA will become part of the school accountability system in the future.

In 2002, the following were notable about the participation and exemption rates.

- 96.2 percent of students were tested. The results of 85.0 percent of students were included for accountability ratings purposes. The results of 11.2 percent were excluded for the following policy reasons: 4.5 percent were students not enrolled in the fall in the district where they tested in the spring (mobile subset), and 6.7 percent took the SDAA assessments only.
- 3.8 percent of students were not tested. Of those, 0.7 percent were absent on all days of testing, 1.1 percent were students served in special education who were exempt from all the tests by their ARD committee, 1.4 percent were exempt from all tests due to limited English proficiency (LEP), and 0.6 percent had answer documents coded with combinations of the "not tested" categories or had their testing disrupted by illness or other similar events.
- LEP exemptions were highest for Hispanic students (2.9%) and Asian/Pacific Islanders (3.7%). The Spanish TAAS has been available since 1997 for Spanish-speaking students in Grades 3-6 who otherwise might have been exempted due to limited English proficiency. The LEP exemption is not an option for exit-level examinees.
- 48.5 percent of students served in special education participated in the SDAA. The highest percentages of SDAA examinees were African Americans (10.6%), males (8.5% compared to 4.7% for females), and economically disadvantaged students (9.5%). These percentages may represent repeated measures of the same set of students since some students may belong to two or more of these groups.

Student Attendance

Student attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. In 2002, statewide standards for attendance were set at 96 percent for districts, and for middle, junior high, and multi-level schools; 95 percent for high schools; and 97 percent for elementary schools. The statewide attendance rate dropped slightly to 95.5 percent in the 2000-01 school year from 95.6 percent in 1999-00. Rates for all student groups were above 95 percent in 2000-01, with the exception of Native American (94.7%) and students served in special education (94.2%). Attendance rates are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

Completion Rate/Student Status Rate

The completion rate/student status rate tracks a group (or cohort) of students enrolled as 9th graders through four school years. These longitudinal rates measure if students in the cohort graduated, received their General Education Development (GED) certificates, remained enrolled in high school in the fall following their expected graduation year, or dropped out. This latter measure is an actual four-year longitudinal dropout rate. The longitudinal dropout rate indicates the percentage of students from a cohort who drop out before completing high school. The four measures sum to 100 percent and are intended to show the statuses of students in their expected year of high school graduation. For example, the class of 2001 completion rate includes those students who were in the 9th grade in 1997-98 and graduated on time or early, received

GEDs, were still enrolled during the 2001-02 school year, or dropped out.

The percent of students who graduated increased with the class of 2001 (81.1%) compared to the class of 2000 (80.7%). Almost five percent (4.8%) of the class of 2001 received GEDs, the same percent as the class of 2000. Among those expected to graduate with the class of 2001, 7.9 percent were still enrolled during the 2001-02 school year, compared to 7.3 percent of the class of 2000 who were still enrolled during the 2000-01 school year. Of the class of 2001, 6.2 percent of students dropped out prior to their expected graduation year, compared to 7.2 percent of the class of 2000. The highest four-year longitudinal dropout rates among the student groups expected to graduate in 2001 were 9.9 percent for economically disadvantaged students, 9.7 percent for students served in special education and 9.6 percent for Hispanic students. Statewide the four-year longitudinal dropout rates decreased for each individual student group, except for Native American students, from the class of 2000 to the class of 2001.

Percentage Completing Advanced Courses

The percentage of students completing the advanced courses indicator is based on a count of the number of students who complete and receive credit for at least one advanced course in Grades 9-12. The course list includes all advanced courses as well as the College Board Advanced Placement (AP) courses, the International Baccalaureate (IB) courses, and dual enrollment courses for which students can obtain both high school and college credit.

In 2000-01, the most recent year for which data were available, 19.3 percent of students in Grades 9-12 completed at least one advanced course. Almost forty percent (39.8%) of Asian/Pacific Islander students completed one or more advanced courses, followed by White students at 23.4 percent, Native American students at 18.6 percent, Hispanic students at 14.5 percent, and African American students at 13.6 percent. Participation among all student groups declined from 1999-00 to 2000-01, with the exception of Native American students. The percentage of students completing advanced courses is evaluated for Gold Performance Acknowledgment in the statewide accountability system.

Percentage Completing Recommended High School Graduation Program

This indicator shows the percentage of graduates reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Graduation Program. It also includes those who met the requirements for the Distinguished Achievement Graduation Program.

For the class of 2001, 51.1 percent of students statewide met the requirements for the Recommended High School Graduation Program, up from the 38.6 percent reported for the class of 2000. There are several reasons for substantial increases across all student groups on this performance measure. The Recommended High School Graduation Program, which was originally adopted by the State Board of Education in November 1993, underwent a number of changes before being finalized in 1996. Students are now beginning to qualify for this program in significant numbers. The percentage of students graduating under the Recommended High School Program or the Distinguished Achievement Program is evaluated for Gold Performance Acknowledgment in the statewide accountability system.

Advanced Placement (AP) and International Baccalaureate (IB) Results

This indicator reports the results of the College Board AP and the IB examinations taken by Texas public school students in a given school year. High school students may take these examinations, usually upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. These are referred to as the "criterion scores" in the points below. AP/IB participation and performance results were evaluated for Gold Performance Acknowledgment in the statewide accountability system for the first time this year. Due to the timing of the release of the acknowledgments the most current results available to be evaluated were for the 2000-01 AP/IB participants. To maintain consistency across reports, the two years of AP/IB results reported in the 2001-02 AEIS are for 2000-01 and 1999-00, which are the same years reported last year.

- The percent of 11th or 12th graders taking at least one AP or IB examination rose from 12.7 percent in 1999-00 to 14.3 percent in 2000-01. The percentages of students participating in these examinations rose for all student groups between 1999-00 and 2000-01.
- The percent of examinations with scores above the criterion declined statewide from 53.9 percent in 1999-00 to 50.1 percent in 2000-01. This is the fourth year of decline for this measure, which was 57.4 percent in 1997-98. Performance for all student groups declined on this measure in 2000-01.
- The percent of examinees with at least one score above the criterion, a 3 or above on the AP examination or IB scores of 4 or above, decreased statewide from 57.9 percent in 1999-00 to 54.0 percent in 2000-01. The performance of all student groups declined on this measure in 2000-01.

The overall declines in the percentages of AP/IB examinations and examinees with high scores should be considered in the context of increased participation in AP/IB examinations. Generally speaking with tests of this nature, as participation rates increase, overall performance tends to decrease.

TAAS/TASP Equivalency

The Texas Academic Skills Program (TASP) is a test of reading, writing, and mathematics proficiency, required of all persons entering undergraduate programs at Texas public institutions of higher education for the first time. This indicator shows the percent of graduates who did well enough on the exit-level TAAS to have a 75 percent likelihood of passing the TASP test.

Equivalency rates for the class of 2001 showed that 66.6 percent of graduates statewide scored sufficiently high on the TAAS (when they first took the test) to have a 75 percent likelihood of passing the TASP. This is an improvement over the equivalency rate for the class of 2000, at 58.5 percent. All student groups improved on this measure. TAAS/TASP Equivalency results are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

College Admissions Tests

Results from the SAT I of the College Board and the Enhanced ACT of the American College Testing Program are included in this indicator. College Admissions Tests participation and performance results are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

- Statewide, the percent of examinees who scored at or above the criterion score on either test (1,110 on the SAT I or 24 on the ACT) was 26.9 percent for the class of 2001, down very slightly from 27.3 percent for the class of 2000.
- The percent of graduates who took either the SAT I or the ACT increased from 62.2 percent for the class of 2000 to 62.9 percent for the class of 2001.
- The average SAT I score for the class of 2000 was 987, a decrease from 990 for the class of 2000.
- The average ACT composite score was 20.2 for the class of 2001, a slight decrease from 20.3 for the class of 2000.

Profile Information

In addition to performance data, the AEIS State Performance Report also provides descriptive profile statistics (counts/percentages) on a variety of data on students, programs, staff, and finances.

Agency Contact Persons

For information about the academic excellence indicators, contact Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701 and Cherry Kugle, Managing Director, Division of Performance Reporting, (512) 463-9704.

Other Sources of Information

AEIS Performance Reports and Profiles for each public school district and campus, available from each district, the agency's Division of Communications, (512) 463-9000, or online at www.tea.state.tx.us/perfreport/.

Pocket Edition, 2001-02: Texas Public School Statistics, published by the Division of Performance Reporting, Department of Accountability Reporting and Research, available in December 2002.

Snapshot 2002: School District Profiles, published by the Division of Performance Reporting, Department of Accountability Reporting and Research, available in early 2003.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2001-02 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 3 (English)										
Reading 2002	88.0%	80.6%	83.5%	94.0%	91.5%	94.4%	86.9%	89.0%	82.0%	82.4%
2001	86.8%	77.6%	82.3%	93.2%	85.8%	94.2%	85.6%	88.0%	80.3%	80.5%
Math 2002	87.4%	77.5%	84.1%	93.3%	89.5%	95.3%	87.7%	87.2%	81.8%	81.4%
2001	83.1%	69.9%	78.9%	90.4%	80.6%	93.8%	83.6%	82.5%	76.1%	74.6%
All Tests 2002	82.3%	70.9%	77.0%	90.3%	86.2%	92.3%	81.7%	82.8%	74.5%	75.3%
2001	78.2%	63.6%	72.4%	87.3%	76.5%	90.9%	78.0%	78.5%	69.3%	68.8%
TAAS % Passing Grade 3 (Spanish)										
Reading 2002	76.8%	74.1%	76.9%	75.0%	62.5%	77.8%	73.0%	80.6%	76.8%	60.3%
2001	76.7%	76.5%	76.7%	78.0%	71.4%	66.7%	73.3%	80.1%	76.6%	59.4%
Math 2002	87.3%	92.6%	87.2%	90.0%	88.9%	87.5%	86.9%	87.6%	87.2%	78.3%
2001	83.5%	90.9%	83.5%	88.1%	66.7%	83.3%	83.6%	83.3%	83.4%	73.8%
All Tests 2002	73.9%	75.0%	73.9%	76.2%	66.7%	77.8%	70.7%	77.0%	73.8%	58.9%
2001	71.5%	77.3%	71.5%	79.1%	57.1%	66.7%	69.2%	73.8%	71.4%	56.0%
TAAS % Passing Grade 4 (English)										
Reading 2002	92.5%	86.8%	89.7%	96.5%	92.9%	97.3%	91.9%	93.0%	88.4%	88.6%
2001	90.8%	83.8%	87.3%	95.8%	91.4%	96.3%	89.4%	92.2%	85.8%	85.0%
Writing 2002	89.8%	84.3%	86.8%	94.0%	90.5%	96.0%	87.3%	92.3%	85.3%	82.2%
2001	89.2%	83.9%	86.9%	92.7%	88.6%	94.3%	86.8%	91.6%	85.1%	80.8%
Math 2002	94.1%	88.6%	92.5%	97.1%	94.3%	98.6%	93.9%	94.3%	91.2%	90.3%
2001	91.3%	83.0%	89.0%	95.7%	91.0%	97.2%	91.2%	91.5%	87.0%	85.2%
All Tests 2002	84.7%	75.4%	80.5%	91.1%	85.3%	94.3%	82.7%	86.7%	78.1%	78.6%
2001	81.6%	70.5%	77.1%	88.5%	80.9%	91.1%	79.4%	83.8%	74.2%	72.7%
TAAS % Passing Grade 4 (Spanish)										
Reading 2002	73.2%	75.0%	73.2%	85.2%	100.0%	*	70.0%	76.3%	73.1%	50.3%
2001	66.4%	85.7%	66.4%	84.6%	*	*	61.3%	71.5%	66.2%	46.3%
Writing 2002	85.1%	75.0%	85.1%	89.3%	*	*	81.9%	88.2%	85.0%	72.2%
2001	76.0%	76.9%	76.0%	76.9%	*	*	72.2%	79.8%	75.9%	58.0%
Math 2002	92.2%	75.0%	92.2%	96.0%	100.0%	*	92.3%	92.2%	92.1%	87.6%
2001	89.3%	100.0%	89.3%	93.3%	*	*	88.7%	90.0%	89.2%	81.5%
All Tests 2002	69.1%	66.7%	69.1%	78.6%	100.0%	*	65.5%	72.6%	68.9%	55.6%
2001	59.5%	71.4%	59.5%	81.3%	*	*	54.9%	64.2%	59.3%	44.2%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2001-02 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 5 (English)											
Reading	2002	92.7%	87.5%	89.9%	96.6%	94.1%	97.0%	91.8%	93.6%	88.7%	86.2%
	2001	90.2%	84.0%	86.2%	95.1%	89.7%	95.7%	88.7%	91.6%	84.8%	81.1%
Math	2002	96.2%	92.3%	95.3%	98.1%	96.4%	99.1%	95.8%	96.6%	94.2%	92.1%
	2001	94.6%	89.2%	93.1%	97.2%	93.2%	98.5%	94.1%	95.1%	91.7%	87.9%
All Tests	2002	91.3%	84.7%	88.3%	95.7%	92.4%	96.6%	90.3%	92.2%	86.7%	85.4%
	2001	88.2%	80.0%	84.0%	93.8%	87.0%	95.3%	86.7%	89.6%	82.1%	79.0%
TAAS % Passing Grade 5 (Spanish)											
Reading	2002	79.5%	*	79.5%	62.5%	*	*	76.9%	82.0%	79.4%	67.1%
	2001	71.8%	80.0%	71.8%	100.0%	*	-	67.8%	75.5%	71.5%	53.0%
Math	2002	91.3%	*	91.3%	77.8%	*	*	90.3%	92.3%	91.4%	83.9%
	2001	87.1%	60.0%	87.2%	*	*	-	86.8%	87.5%	87.1%	77.4%
All Tests	2002	77.9%	*	78.0%	66.7%	*	*	75.8%	80.1%	77.9%	67.6%
	2001	69.6%	60.0%	69.5%	100.0%	*	-	66.1%	72.8%	69.4%	57.6%
TAAS % Passing Grade 6 (English)											
Reading	2002	88.2%	81.7%	82.5%	94.8%	89.6%	95.0%	86.8%	89.5%	81.4%	74.7%
	2001	85.6%	77.9%	78.6%	93.3%	88.1%	93.5%	83.5%	87.7%	77.4%	68.9%
Math	2002	93.8%	89.0%	91.4%	97.2%	93.0%	98.2%	93.1%	94.6%	90.4%	84.4%
	2001	91.4%	84.8%	87.9%	96.0%	92.9%	97.5%	90.3%	92.6%	86.7%	77.5%
All Tests	2002	86.0%	77.8%	80.0%	93.5%	86.0%	94.4%	84.6%	87.5%	78.5%	73.4%
	2001	82.7%	72.9%	75.1%	91.5%	85.6%	92.8%	80.5%	85.0%	73.6%	65.5%
TAAS % Passing Grade 6 (Spanish)											
Reading	2002	65.0%	*	64.8%	*	-	*	60.4%	69.9%	64.3%	80.0%
	2001	50.3%	*	50.5%	20.0%	*	-	49.0%	51.7%	49.7%	33.3%
Math	2002	72.6%	*	72.3%	*	-	*	70.3%	75.0%	71.9%	83.3%
	2001	69.6%	*	70.0%	*	*	-	71.2%	67.8%	69.0%	*
All Tests	2002	59.2%	*	59.0%	*	-	*	54.8%	63.9%	58.5%	83.3%
	2001	47.0%	*	47.3%	20.0%	*	-	46.6%	47.5%	46.5%	33.3%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2001-02 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 7											
Reading	2002	91.3%	87.1%	86.5%	96.3%	94.7%	96.2%	89.6%	93.0%	85.8%	79.2%
	2001	89.4%	82.8%	83.3%	95.8%	92.2%	95.6%	87.7%	91.0%	82.3%	73.1%
Math	2002	92.2%	85.8%	89.0%	96.5%	93.5%	97.7%	91.3%	93.1%	87.7%	79.8%
	2001	89.6%	81.3%	86.0%	94.4%	91.8%	97.4%	87.8%	91.3%	84.3%	71.6%
All Tests	2002	87.6%	79.9%	81.9%	94.3%	90.6%	95.3%	85.7%	89.4%	80.5%	72.8%
	2001	84.3%	73.9%	77.6%	92.3%	87.8%	94.3%	82.0%	86.6%	75.7%	63.6%
TAAS % Passing Grade 8											
Reading	2002	94.3%	92.1%	91.0%	97.5%	95.3%	97.8%	93.1%	95.5%	90.5%	85.0%
	2001	91.9%	88.0%	87.4%	96.4%	92.8%	96.2%	90.5%	93.3%	86.5%	76.2%
Writing	2002	85.3%	79.6%	79.0%	91.7%	86.0%	93.0%	80.8%	89.7%	77.8%	61.2%
	2001	85.8%	79.5%	79.8%	92.0%	88.5%	92.4%	81.6%	89.9%	78.2%	58.0%
Math	2002	92.9%	86.8%	90.2%	96.6%	93.9%	98.0%	92.5%	93.3%	88.8%	81.4%
	2001	92.4%	85.6%	89.2%	96.7%	93.0%	97.7%	91.6%	93.3%	87.9%	77.8%
Science	2002	93.0%	86.9%	89.3%	97.4%	94.3%	97.1%	93.0%	92.9%	88.3%	82.1%
	2001	91.8%	84.3%	87.0%	97.5%	95.2%	96.7%	92.2%	91.4%	85.9%	76.4%
Soc Stud	2002	83.7%	77.2%	76.3%	91.0%	85.9%	93.8%	83.8%	83.7%	75.2%	64.1%
	2001	77.0%	65.3%	65.2%	88.9%	81.7%	90.5%	78.1%	75.8%	63.7%	50.3%
All Tests	2002	73.4%	62.1%	63.5%	84.0%	75.1%	88.5%	70.9%	76.0%	61.3%	45.0%
	2001	69.2%	54.9%	56.6%	82.6%	75.1%	85.2%	67.6%	70.8%	54.3%	37.7%
TAAS % Passing * Grade 10											
Reading	2002	94.5%	92.5%	90.5%	97.9%	97.4%	95.3%	93.8%	95.3%	90.1%	80.4%
	2001	90.0%	84.1%	83.5%	96.0%	91.5%	90.6%	88.9%	91.1%	82.0%	67.1%
Writing	2002	91.3%	90.2%	85.1%	96.0%	92.9%	93.2%	88.6%	93.8%	84.9%	69.6%
	2001	89.1%	85.4%	83.0%	94.0%	89.7%	91.9%	86.5%	91.6%	82.0%	63.9%
Math	2002	92.2%	85.9%	88.0%	96.5%	94.5%	97.1%	92.2%	92.1%	87.4%	72.1%
	2001	89.3%	80.2%	84.1%	94.8%	89.7%	95.8%	89.6%	89.0%	83.0%	64.1%
All Tests	2002	85.7%	79.5%	77.7%	92.9%	89.0%	91.0%	83.6%	87.8%	76.8%	57.9%
	2001	80.3%	69.2%	71.0%	89.3%	79.8%	86.4%	78.3%	82.2%	68.9%	46.4%

* Credit for End-of-Course examinations is not included in the passing rate.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2001-02 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
Progress of Prior Year TAAS Failers Sum of 4-8 & 10											
Average TLI Growth											
Reading	2002	11.81	11.66	11.11	13.74	12.79	13.83	12.05	11.50	11.13	11.04
	2001	10.89	10.14	10.34	12.89	10.73	13.06	11.12	10.59	10.28	10.07
Math	2002	10.45	10.42	9.88	11.64	10.80	12.44	10.60	10.30	10.17	9.28
	2001	10.97	10.77	10.79	11.48	10.34	12.81	11.01	10.92	10.98	9.84
Percent of Failers Passing TAAS											
Reading	2002	58.9%	56.9%	56.5%	67.1%	61.6%	67.8%	58.1%	59.9%	55.9%	57.0%
	2001	52.2%	48.6%	49.1%	62.9%	56.5%	60.6%	51.4%	53.2%	48.6%	49.5%
Math	2002	61.6%	58.2%	59.1%	70.6%	69.6%	71.3%	61.5%	61.8%	59.2%	57.7%
	2001	57.4%	52.9%	55.5%	65.9%	57.9%	68.6%	56.7%	58.1%	55.2%	51.6%
RPTE % Change Sum of 3-12											
Scored 'Beginning' in 2001											
% Beg.	2002	38.8%	44.1%	39.1%	31.0%	21.7%	26.8%	41.2%	35.6%	39.4%	56.6%
% Int.	2002	38.3%	35.9%	38.3%	37.3%	56.5%	37.5%	37.6%	39.2%	38.4%	33.8%
% Adv.	2002	22.9%	20.1%	22.5%	31.7%	21.7%	35.8%	21.3%	25.2%	22.2%	9.7%
Scored 'Intermediate' in 2001											
% Beg.	2002	3.7%	3.1%	3.7%	3.5%	-	1.9%	4.3%	3.0%	3.7%	7.5%
% Int.	2002	26.6%	26.2%	26.8%	27.0%	22.2%	21.6%	27.8%	25.2%	27.1%	40.4%
% Adv.	2002	69.7%	70.8%	69.5%	69.5%	77.8%	76.6%	67.9%	71.8%	69.2%	52.0%
Scored 'Beginning' in 2000											
% Beg.	2001	44.8%	38.2%	45.3%	36.6%	74.2%	33.6%	47.5%	41.1%	45.3%	65.8%
% Int.	2001	36.1%	42.5%	36.1%	33.5%	19.4%	35.5%	34.1%	38.8%	36.1%	27.1%
% Adv.	2001	19.1%	19.3%	18.6%	29.9%	6.5%	30.9%	18.4%	20.0%	18.6%	7.2%
Scored 'Intermediate' in 2000											
% Beg.	2001	5.4%	4.1%	5.6%	3.8%	5.7%	2.5%	6.5%	4.2%	5.5%	12.0%
% Int.	2001	32.3%	30.0%	32.7%	23.1%	40.0%	24.4%	33.1%	31.4%	32.7%	42.8%
% Adv.	2001	62.3%	65.9%	61.7%	73.1%	54.3%	73.1%	60.4%	64.4%	61.8%	45.2%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2001-02 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing (Sum of 3-8 & 10) Accountability Subset *											
Reading	2002	91.3%	86.7%	86.9%	96.3%	93.4%	96.2%	90.1%	92.4%	86.0%	82.1%
	2001	88.9%	82.5%	83.5%	95.1%	90.0%	94.6%	87.4%	90.4%	82.3%	75.8%
Writing	2002	88.7%	84.5%	83.7%	93.9%	89.8%	94.1%	85.5%	91.8%	82.7%	70.8%
	2001	87.9%	82.9%	83.0%	92.9%	88.9%	92.9%	84.8%	90.8%	81.8%	67.2%
Math	2002	92.7%	86.5%	90.1%	96.5%	93.5%	97.7%	92.3%	93.0%	88.9%	83.5%
	2001	90.2%	81.9%	86.9%	95.1%	90.2%	96.9%	89.7%	90.7%	85.3%	77.5%
Soc Stud	2002	83.7%	77.2%	76.3%	91.0%	85.9%	93.8%	83.8%	83.7%	75.2%	64.1%
	2001	77.0%	65.3%	65.2%	88.9%	81.7%	90.5%	78.1%	75.8%	63.7%	50.3%
All Tests	2002	85.3%	77.2%	79.7%	92.5%	87.3%	93.6%	83.4%	87.2%	78.2%	72.1%
	2001	82.1%	71.6%	75.5%	90.3%	82.9%	91.6%	80.0%	84.1%	73.6%	64.8%

* The Accountability Subset includes 2,998 students in 2002, and 2,979 students in 2001 who qualified for End-of-Course exam credit and did not take the exit-level TAAS test.
Note: The 'All Tests' results in this section are computed using only the mathematics, reading, and writing results.

TAAS Cumulative Pass Rate - Exit	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
Class of 2002	94.4%	91.1%	90.8%	97.5%	93.9%	96.6%	93.6%	95.1%	n/a	n/a
Class of 2001	93.1%	89.0%	88.8%	96.9%	93.0%	95.5%	92.3%	93.8%	n/a	n/a

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Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
End-of-Course Exam (% Passing) (Preview of 2003 Exit Level)											
Algebra I											
% Passing	2002	57.8%	42.2%	46.5%	71.5%	62.6%	81.2%	56.6%	59.1%	45.1%	29.9%
	2001	49.2%	31.3%	37.5%	63.1%	55.7%	74.4%	49.4%	48.9%	36.0%	23.7%
Biology											
% Passing	2002	79.8%	68.3%	69.0%	91.3%	85.6%	86.9%	79.7%	79.8%	67.5%	46.7%
	2001	79.9%	68.1%	67.9%	92.0%	85.0%	87.0%	81.0%	78.7%	66.8%	49.8%
English II											
% Passing	2002	69.0%	58.4%	60.9%	77.2%	70.4%	81.5%	62.0%	75.9%	58.3%	34.4%
	2001	75.1%	65.0%	68.2%	82.1%	79.0%	84.9%	68.1%	81.9%	65.4%	39.5%
US History											
% Passing	2002	73.9%	61.7%	62.4%	84.4%	75.5%	82.8%	76.6%	71.1%	58.8%	39.4%
	2001	74.3%	60.3%	63.1%	85.2%	77.4%	82.7%	77.1%	71.5%	59.2%	41.8%
End-of-Course Exam (% Taking)											
Algebra I											
% Taking	2002	17.0%	16.1%	17.6%	16.5%	18.5%	17.8%	16.7%	17.4%	16.3%	7.4%
	2001	17.2%	16.1%	17.6%	16.7%	24.0%	17.6%	16.7%	17.6%	16.2%	7.5%
Biology											
% Taking	2002	24.0%	22.2%	24.0%	24.2%	30.4%	25.4%	23.6%	24.3%	23.4%	14.5%
	2001	23.8%	21.8%	23.9%	24.0%	34.6%	25.4%	23.3%	24.3%	23.1%	14.8%
English II											
% Taking	2002	21.8%	20.1%	20.8%	22.6%	26.1%	23.6%	21.1%	22.5%	19.7%	9.6%
	2001	22.0%	20.3%	20.9%	22.9%	30.2%	23.9%	21.3%	22.7%	19.7%	10.2%
US History											
% Taking	2002	16.3%	13.8%	15.4%	17.4%	19.5%	19.8%	15.8%	16.8%	13.8%	8.5%
	2001	18.5%	17.2%	17.4%	19.4%	25.2%	21.6%	18.0%	19.1%	16.4%	10.8%
SDAA (Sum of 3-8)											
Percent Meeting ARD Expectations	2002	69.6%	68.0%	68.9%	71.4%	71.5%	71.4%	69.2%	70.4%	69.5%	69.6%

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Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
2002 TAAS Participation Grades 3-8 & 10										
Tested	96.2%	96.7%	94.4%	97.8%	96.7%	94.5%	95.7%	96.7%	95.0%	89.4%
Acct Subset	85.0%	80.3%	83.2%	88.6%	80.2%	89.4%	82.7%	87.4%	81.2%	38.6%
Mobile Subset	4.5%	5.7%	4.2%	4.1%	8.2%	3.3%	4.4%	4.5%	4.3%	2.4%
Science only	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA only	6.7%	10.6%	7.1%	5.2%	8.3%	1.8%	8.5%	4.7%	9.5%	48.5%
Not Tested	3.8%	3.3%	5.6%	2.2%	3.3%	5.5%	4.3%	3.3%	5.0%	10.6%
Absent	0.7%	0.8%	0.7%	0.7%	0.9%	0.5%	0.8%	0.6%	0.7%	1.0%
ARD Exempt	1.1%	1.7%	1.1%	1.0%	1.1%	0.6%	1.4%	0.8%	1.3%	8.1%
LEP Exempt	1.4%	0.2%	2.9%	0.1%	0.4%	3.7%	1.4%	1.3%	2.2%	0.1%
Other	0.6%	0.7%	0.8%	0.4%	0.8%	0.8%	0.7%	0.5%	0.8%	1.4%
Total Count	2,193,137	316,385	886,578	916,797	6,813	60,381	1,122,391	1,068,939	1,089,693	301,432
2001 TAAS Participation Grades 3-8 & 10										
Tested	96.2%	96.7%	94.3%	98.0%	96.5%	94.4%	95.7%	96.8%	94.9%	89.4%
Acct Subset	85.0%	80.5%	83.1%	88.8%	79.5%	88.9%	82.8%	87.6%	81.1%	41.2%
Mobile Subset	4.8%	5.8%	4.3%	4.3%	9.2%	3.8%	4.7%	4.7%	4.4%	2.9%
Science only	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA only	6.4%	10.3%	6.9%	4.9%	7.9%	1.6%	8.2%	4.5%	9.3%	45.3%
Not Tested	3.8%	3.3%	5.7%	2.0%	3.5%	5.6%	4.3%	3.2%	5.1%	10.6%
Absent	0.6%	0.7%	0.7%	0.6%	0.9%	0.3%	0.7%	0.6%	0.6%	0.9%
ARD Exempt	1.1%	1.7%	1.1%	0.9%	0.7%	0.4%	1.4%	0.8%	1.3%	7.8%
LEP Exempt	1.4%	0.2%	3.0%	0.1%	0.8%	4.1%	1.4%	1.4%	2.3%	0.1%
Other	0.7%	0.7%	0.9%	0.4%	1.0%	0.7%	0.8%	0.5%	0.8%	1.8%
Total Count	2,156,695	310,198	846,478	927,460	6,620	57,356	1,104,052	1,050,582	1,045,878	304,058

The Accountability Subset includes 2,998 students in 2002, and 2,979 students in 2001 who qualified for End-of-Course exam credit and did not take the exit-level TAAS test.

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Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
Attendance Rate										
2000-01	95.5%	95.2%	95.2%	95.8%	94.7%	97.3%	95.5%	95.5%	95.3%	94.2%
1999-2000	95.6%	95.3%	95.3%	95.9%	94.8%	97.4%	95.6%	95.6%	95.4%	94.3%
Annual Dropout Rate (Gr. 7-12)										
2000-01	1.0%	1.3%	1.4%	0.5%	0.9%	0.5%	1.0%	0.9%	1.0%	1.2%
1999-2000	1.3%	1.8%	1.9%	0.7%	1.3%	0.7%	1.4%	1.2%	1.3%	1.6%
Completion Rate/Student Status Rate										
Class of 2001										
% Graduated	81.1%	77.7%	73.5%	86.8%	76.4%	90.0%	77.5%	84.7%	73.2%	70.9%
% Received GED	4.8%	3.3%	4.3%	5.8%	7.5%	2.0%	6.0%	3.6%	4.6%	3.3%
% Continued HS	7.9%	10.6%	12.6%	3.9%	7.8%	4.9%	9.7%	6.0%	12.3%	16.1%
% Dropped Out (4-yr)	6.2%	8.4%	9.6%	3.5%	8.4%	3.1%	6.8%	5.7%	9.9%	9.7%
Class of 2000										
% Graduated	80.7%	76.9%	72.8%	86.7%	78.8%	88.8%	77.2%	84.2%	72.6%	71.1%
% Received GED	4.8%	3.5%	4.2%	5.6%	6.3%	2.3%	6.0%	3.5%	4.7%	3.4%
% Continued HS	7.3%	9.7%	11.8%	3.6%	6.9%	5.5%	8.8%	5.7%	11.2%	14.4%
% Dropped Out (4-yr)	7.2%	9.9%	11.2%	4.0%	7.9%	3.5%	7.9%	6.5%	11.6%	11.0%
% Adv. Courses										
2000-01	19.3%	13.6%	14.5%	23.4%	18.6%	39.8%	17.4%	21.4%	12.8%	4.5%
1999-2000	20.1%	14.9%	15.6%	23.6%	18.4%	41.0%	18.1%	22.2%	13.8%	5.6%
% Rec. HS Pgm.										
Class of 2001	51.1%	39.6%	49.3%	54.2%	46.7%	67.6%	46.1%	55.9%	45.3%	9.4%
Class of 2000	38.6%	26.2%	34.8%	43.0%	37.4%	56.3%	34.5%	42.5%	31.5%	6.1%
AP/IB Results										
% Tested										
2000-01	14.3%	6.2%	11.1%	16.9%	13.8%	34.5%	12.5%	15.9%	n/a	n/a
1999-2000	12.7%	5.5%	9.6%	15.0%	13.4%	31.5%	11.1%	14.1%	n/a	n/a
% Examinees >= Crit.										
2000-01	54.0%	27.6%	44.4%	58.5%	46.5%	68.0%	56.5%	52.1%	n/a	n/a
1999-2000	57.9%	31.1%	48.4%	62.6%	51.9%	69.1%	59.7%	56.6%	n/a	n/a
% Scores >= Crit.										
2000-01	50.1%	26.8%	34.6%	55.0%	45.8%	63.9%	53.2%	47.5%	n/a	n/a
1999-2000	53.9%	29.2%	38.6%	59.0%	51.5%	65.3%	56.7%	51.6%	n/a	n/a
TAAS/TASP Equiv.										
Class of 2001	66.6%	48.2%	54.1%	78.0%	66.5%	75.6%	67.6%	65.8%	51.1%	24.4%
Class of 2000	58.5%	39.3%	45.0%	70.1%	61.9%	69.7%	59.6%	57.4%	41.6%	15.4%

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Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
SAT/ACT Results										
% Tested										
Class of 2001	62.9%	58.6%	46.5%	70.0%	76.9%	85.2%	60.5%	65.1%	n/a	n/a
Class of 2000	62.2%	57.4%	45.3%	69.9%	79.3%	84.3%	59.8%	64.4%	n/a	n/a
% At/Above Crit.										
Class of 2001	26.9%	7.4%	10.7%	36.2%	28.3%	42.8%	29.9%	24.4%	n/a	n/a
Class of 2000	27.3%	7.8%	11.1%	36.4%	26.7%	42.9%	30.1%	24.9%	n/a	n/a
Mean SAT Score										
Class of 2001	987	846	895	1046	981	1068	1009	970	n/a	n/a
Class of 2000	990	849	897	1047	985	1067	1010	973	n/a	n/a
Mean ACT Score										
Class of 2001	20.2	17.1	18.0	21.6	21.0	22.0	20.1	20.2	n/a	n/a
Class of 2000	20.3	17.2	18.1	21.7	20.2	21.8	20.2	20.3	n/a	n/a

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STUDENT INFORMATION		Count	Percent
Total Students		4,146,653	100.0%
Students By Grade:	Early Childhood Education	14,185	0.3%
	Pre-Kindergarten	146,177	3.5%
	Kindergarten	302,479	7.3%
	Grade 1	322,660	7.8%
	Grade 2	318,924	7.7%
	Grade 3	319,792	7.7%
	Grade 4	318,674	7.7%
	Grade 5	317,137	7.6%
	Grade 6	317,492	7.7%
	Grade 7	316,170	7.6%
	Grade 8	310,608	7.5%
	Grade 9	364,270	8.8%
	Grade 10	292,223	7.0%
	Grade 11	260,106	6.3%
	Grade 12	225,756	5.4%
Ethnic Distribution:	African American	595,543	14.4%
	Hispanic	1,728,059	41.7%
	White	1,694,297	40.9%
	Asian/Pacific Islander	116,015	2.8%
	Native American	12,739	0.3%
Economically Disadvantaged		2,093,511	50.5%
Limited English Proficient (LEP)		600,922	14.5%
Students w/Disciplinary Placements (2000-01)		90,256	2.4%
Data Quality:	PID Errors (student)	36,813	0.8%
	Underreported Students	15,752	0.8%
Total Graduates (Class of 2001):		215,316	100.0%
By Ethnicity (incl. Special Ed.)			
African American		28,295	13.1%
Hispanic		69,595	32.3%
White		109,634	50.9%
Asian/Pacific Islander		7,218	3.4%
Native American		574	0.3%
By Graduation Type (incl. Special Ed.)			
Minimum H.S. Program		105,201	48.9%
Recommended H.S. Pgm./DAP		110,115	51.1%
Special Education Graduates		20,822	9.7%

Retention Rates By Grade:

	K	1	2	3	4	5	6	7	8
Non-Special Ed.	2.6%	5.8%	3.5%	2.5%	1.4%	0.8%	1.5%	2.5%	1.9%
Special Ed.	9.6%	10.2%	4.2%	2.6%	1.6%	1.9%	2.0%	3.0%	3.5%

PROGRAM INFORMATION	Count	Percent
Student Enrollment by Program:		
Bilingual/ESL Education	542,312	13.1%
Career and Technology Education	802,149	19.3%
Gifted and Talented Education	339,270	8.2%
Special Education	485,010	11.7%
Teachers by Program (population served):		
Bilingual/ESL Education	21,989.5	7.8%
Career and Technology Education	11,844.2	4.2%
Compensatory Education	8,778.8	3.1%
Gifted and Talented Education	6,438.7	2.3%
Regular Education	198,614.0	70.3%
Special Education	28,287.8	10.0%
Other	6,630.3	2.3%

Budgeted Instructional Operating Expenditures by Program:	Amount	Percent
Bilingual/ESL Education	$625,092,391	4.3%
Career and Technology Education	$599,190,896	4.1%
Compensatory Education	$931,021,213	6.4%
Gifted and Talented Education	$260,189,857	1.8%
Regular Education	$10,354,982,446	70.9%
Special Education	$1,841,869,962	12.6%

EXCLUSIONS

Shared Services Arrangement Staff:	Count
Professional Staff	1,348.9
Educational Aides	342.0
Auxiliary Staff	799.0
Contracted Instructional Staff:	2,466.9

Budgeted Financial:	Amount
Total	$869,142,474
Tuition Transfers-Grades Not Offer (91,94,96)	$5,712,978
Wealth Equalization Transfers (91,96)	$765,726,650
Payments to Fiscal Agents/Members of SSA (93)	$97,702,846

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STAFF INFORMATION

	Count	Percent
Professional Staff:	353,476.8	63.1%
Teachers	282,583.1	50.5%
Professional Support	49,903.6	8.9%
Campus Administration (School Leadership)	15,234.0	2.7%
Central Administration	5,756.0	1.0%
Educational Aides:	57,941.4	10.3%
Auxiliary Staff:	148,644.9	26.5%
Total Staff:	560,063.1	100.0%
Total Minority Staff:	219,478.0	39.2%
Teachers by Ethnicity and Sex:		
Females	218,348.1	77.3%
Males	64,235.0	22.7%
African American	25,250.6	8.9%
Hispanic	49,681.1	17.6%
White	204,973.0	72.5%
Asian/Pacific Islander	1,959.3	0.7%
Native American	719.2	0.3%
Teachers by Highest Degree Held:		
No Degree	3,957.6	1.4%
Bachelors	212,732.4	75.3%
Masters	64,563.1	22.8%
Doctorate	1,330.0	0.5%
Teachers by Years of Experience:		
Average		
Beginning Teachers	22,107.8	7.8%
1-5 Years Experience	78,524.8	27.8%
6-10 Years Experience	51,042.7	18.1%
11-20 Years Experience	69,874.9	24.7%
Over 20 Years Experience	61,033.0	21.6%
Number of Students Per Teacher:	14.7	n/a

	Years
Average Yrs. Experience of Teachers:	11.9 yrs.
Average Yrs. Experience of Teachers with Dist.	7.8 yrs.

Average Teacher Salary by Years of Experience: (regular duties only)	Amount
Beginning Teachers	$30,940
1-5 Years Experience	$33,093
6-10 Years Experience	$36,169
11-20 Years Experience	$42,298
Over 20 Years Experience	$49,185
Average Actual Salaries (regular duties only):	
Teachers	$39,232
Professional Support	$41,959
Campus Administration (School Leadership)	$58,561
Central Administration	$69,849

Permits by Type:	Count
Emergency (for certified personnel)	3,033
Emergency (for uncertified personnel)	7,595
Nonrenewable	2,361
Temporary Classroom Assignment	1,014
District Teaching	1,025
Temporary Exemption	29
Turnover Rate For Teachers:	15.7%

Class Size Averages by Grade and Subject:

Elementary:	Kindergarten	18.9
	Grade 1	18.1
	Grade 2	18.5
	Grade 3	18.9
	Grade 4	19.5
	Grade 5	22.2
	Grade 6	22.3
	Mixed Grades	24.7
Secondary:	English/Language Arts	20.2
	Foreign Language	21.2
	Mathematics	20.4
	Science	21.6
	Social Studies	22.6

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TAX INFORMATION	Amount	Percent/ Rate
Adopted Tax Rate (calendar year 2001)		
Maintenance and Operations	n/a	$1.391
Interest and Sinking Fund*	n/a	$0.094
Total Rate (sum of above)	n/a	$1.485
Standardized Local Tax Base (comptroller valuation)		
Value (after exemptions)	$960,394,653,634	n/a
Value Per Pupil	$234,607	n/a
Value by Category		
Business	$416,476,451,009	37.9%
Residential	$552,171,724,619	50.3%
Land	$73,830,401,939	6.7%
Oil and Gas	$44,198,529,446	4.0%
Other	$11,110,366,823	1.0%

BUDGETED REVENUE INFORMATION	Amount	Percent/ Rate
Total Revenues	$28,070,633,722	n/a
Total Revenues per Pupil	$6,769	n/a
Revenues by Source		
Local Tax	$14,160,039,650	50.4%
Other Local & Intermediate	$1,259,000,884	4.5%
State	$11,754,404,440	41.9%
Federal	$897,188,748	3.2%

FUND BALANCE INFORMATION	Amount	Percent/ Rate
Fund Balance (EOY 2000-01 Audited)	$3,574,637,703	n/a
% of Total Budgeted Exp. (2001-02)	n/a	13.7%

BUDGETED EXPENDITURE INFORMATION	Amount	Percent
Total Expenditures:	$28,667,838,747	100.0%
Total Expenditures by Object:		
Operating	$25,672,731,783	89.6%
Payroll Costs (6100)	$20,941,330,524	73.0%
Prof. & Contracted Srvcs (6200)	$2,389,820,009	8.3%
Supplies and Materials (6300)	$1,809,945,155	6.3%
Other Operating Costs (6400)	$531,636,095	1.9%
Non-Operating	$2,995,106,964	10.4%
Debt Service (6500)	$2,483,463,770	8.7%
Capital Outlay (6600)	$511,643,194	1.8%
Total Operating Expend. by Function:	$25,570,630,521	100.0%
Instruction (11,95)	$14,631,385,818	57.2%
Instruct.-Related Services (12,13)	$772,745,118	3.0%
Instructional Leadership (21)	$341,707,491	1.3%
School Leadership (23)	$1,503,291,919	5.9%
Support Services-Student (31,32,33)	$1,151,876,566	4.5%
Student Transportation (34)	$745,071,074	2.9%
Food Services (35)	$1,379,203,123	5.4%
Cocurricular/Extracurricular (36)	$642,534,469	2.5%
Central Administration (41,92)	$1,017,293,427	4.0%
Plant Maintenance & Operations (51)	$2,899,134,491	11.3%
Security & Monitoring Services (52)	$171,833,893	0.7%
Data Processing Services (53)	$314,553,132	1.2%

Per Pupil Expenditures:	Amount
Total Expenditures	$6,913
Total Operating Expenditures by Function:	$6,167
Instruct. (11,95) & Inst. Leader. (21)	$3,611
School Leadership (23)	$363
Central Administration (41,92)	$245
Other Operating (12,13,31-36,51-53)	$1,948
Total Expend. for Community Services	$82,280,326
Total Expend. for Athletic Programs	$471,213,645

Statewide, districts budgeted $842,086,992 of TRS "on-behalf" expenditures.

The Special Revenue Funds (including SSA) and the Capital Projects Funds are not reported for budgeted data.

* The $0.094 includes 336 districts with an Interest and Sinking (I & S) tax rate of $0.000. Among districts with I & S tax rates, the state average is $0.140.

2. Student Performance

"Texas schools continue to grow stronger academically. We are so proud of the performance of our students. We know that there is still work to be done, but the improved academic performance we have seen in this state is a testament to the hard work of educators, students, and parents."

Felipe Alanis, Commissioner of Education, August 2002

Student Performance Results 2002

Texas students posted a record passing rate on the spring 2002 Texas Assessment of Academic Skills (TAAS), with 85 percent of the approximately 1.9 million students tested passing all parts of the test taken. This passing rate for "all students" reflects the performance of students in both regular and special education programs and is up from 82 percent passing last year and 53 percent passing in 1994.

Spring 2002 marked the final large-scale administration of the TAAS tests. As mandated by the 76th Texas Legislature, students will take the Texas Assessment of Knowledge and Skills (TAKS) beginning in spring 2003. Exit-level students who have failed to meet their graduation requirements for TAAS will continue to take the TAAS tests in subsequent administrations until their requirements are met. All other students will take the TAKS tests.

There are some significant differences in the subject areas and grades tested between the TAKS and TAAS tests. Table 2.1 outlines these changes, with the shaded portions marking differences in subjects tested between TAAS and TAKS.

The Reading Proficiency Tests in English (RPTE) were first implemented in the 1999-00 school year. RPTE tests are administered to limited English proficient (LEP) students in Grades 3 through 12 to measure their progress in learning to read in the English language.

Another component of the statewide assessment program is the State-Developed Alternative Assessment (SDAA). The SDAA, first administered in the 2000-01 school year, measures the academic progress of students in special education programs in Grades 3 through 8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) in a subject area tested by TAAS, but for whom TAAS, even with

Table 2.1. Subject Areas and Grades to be Tested in the English and Spanish Versions of the Texas Assessment of Knowledge and Skills (TAKS)

English TAKS					
Grade	**Subject**				
3	Mathematics	Reading			
4	Mathematics	Reading	Writing		
5	Mathematics	Reading		Science	
6	Mathematics	Reading			
7	Mathematics	Reading	Writing		
8	Mathematics	Reading			Social Studies
9	Mathematics	Reading			
10	Mathematics	English Language Arts		Science	Social Studies
11[a]	Mathematics	English Language Arts		Science	Social Studies
Spanish TAKS					
3	Mathematics	Reading			
4	Mathematics	Reading	Writing		
5	Mathematics	Reading		Science	
6	Mathematics	Reading			

[a] Exit level.

Technical Note. The TAAS results shown in the Student Performance Chapter differ by 1 or 2 percentage points from those reported in the AEIS State Performance Report on pages 6 to 17 of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same district as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same district for most of the academic year. The Student Performance Chapter contains the results of all students who took the TAAS in the spring of each year, regardless of their enrollment status the previous October. The TAAS performance trends in the two chapters are similar.

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allowable accommodations, is not an appropriate measure of academic achievement.

Table 2.2 shows subjects and grades tested in the current statewide assessment program. The overview in this chapter summarizes statewide TAAS results for the 2001-02 academic year, including results for various student groups. To allow an even broader view of the assessment program's history, nine-year comparisons of the percentage passing rates and the Texas Learning Index (TLI) data are included; comparing data from nine test administrations (spring 1994 through spring 2002) allows an illustration of eight years' worth of gain. Also included are statewide data from the administration of the Spanish TAAS tests, the RPTE, the SDAA, and the Algebra I, Biology, English II, and U.S. History end-of-course examinations.

Table 2.2. State Assessment Tests and Subjects, by Grade, 2001-02

Grade	Test	Subjects Tested
3	English TAAS[a]	Reading, mathematics
	Spanish TAAS	Reading, mathematics
	SDAA[b]	Reading, mathematics
4	English TAAS	Reading, mathematics, writing
	Spanish TAAS	Reading, mathematics, writing
	SDAA	Reading, mathematics, writing
5	English TAAS	Reading, mathematics
	Spanish TAAS	Reading, mathematics
	SDAA	Reading, mathematics
6	English TAAS	Reading, mathematics
	Spanish TAAS	Reading, mathematics
	SDAA	Reading, mathematics
7	English TAAS	Reading, mathematics
	SDAA	Reading, mathematics
8	English TAAS	Reading, mathematics, writing, science, social studies
	SDAA	Reading, mathematics, writing
10[c]	English TAAS	Reading, mathematics, writing
3-12	RPTE[d]	
Varies	EOC[e]	Algebra I, Biology, English II, U.S. History

[a]Texas Assessment of Academic Skills. [b]State-Developed Alternative Assessment. [c]Exit level. [d]Reading Proficiency Tests in English. [e]End-of-Course.

District- and campus-level results are available in the AEIS reports, which can be obtained through the Division of Performance Reporting at the Texas Education Agency (TEA) web site at www.tea.state.tx.us.perfreport. Additional information can be accessed at the TEA web site www.tea.state.tx.us.

Student Performance

Percent Meeting Minimum Expectations

All Students
Spring TAAS Administrations 1994-2002
Grades 3-8 and 10

The passing rate for reading at Grade 10 rose 4 percentage points over the 2001 results. In mathematics, Grade 3 posted a 5 percentage point gain over last year's results.

Table 2.3 highlights spring 1994 through spring 2002 results for each subject area and the all tests taken category. For purposes of comparisons across grade levels, the all tests taken category includes the TAAS reading and mathematics tests at Grades 3, 5, 6, and 7 and the reading, mathematics, and writing tests at Grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in Grade 8, are presented separately.

The 2002 TAAS results indicated the continuation of an overall upward trend in achievement for all grade levels. In **reading**, the percentage of students meeting minimum expectations rose for all grade levels. Reading scores ranged from 87 percent of all students meeting minimum expectations at Grade 3 to 94 percent meeting minimum expectations at Grades 8 and 10. The reading TAAS data for 1994 through 2002 are presented graphically in Figure 2.1 on page 22.

In **mathematics**, all grade levels made notable gains, with the exception of Grade 8 where the percentage of students meeting minimum expectations remained constant. The most impressive one-year improvement, a five percentage point gain, was at Grade 3. Scores ranged from 87 percent meeting minimum expectations at Grade 3 to an impressive 96 percent meeting minimum expectations at Grade 5. The mathematics TAAS data for 1994 through 2002 are presented graphically in Figure 2.2 on page 22.

The results of the **writing** scores at all three grade levels tested in this subject area varied. Although the scores for Grades 4 and 8 remained constant, there was an increase of 2 percentage points at Grade 10 over the results from 2001. Scores ranged from 85 percent meeting minimum expectations at Grade 8 to 91 percent meeting minimum expectations at Grade 10. The writing TAAS data for 1994 through 2002 are presented graphically in Figure 2.3 on page 23.

Table 2.3. Percent Meeting Minimum Expectations on TAAS, All Students, 1994 Through 2002

Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002
Reading									
3	76	77	78	78	83	88	87	86	87
4	73	78	75	79	86	88	89	90	92
5	75	77	79	81	85	86	87	90	92
6	71	76	74	81	82	84	86	85	88
7	73	76	79	81	82	83	83	89	91
8	74	72	74	80	81	88	89	91	94
10	75	74	79	84	86	88	90	90	94
Mathematics									
3	61	71	73	78	78	82	80	82	87
4	57	68	74	78	82	87	87	91	94
5	60	69	75	82	85	90	92	94	96
6	58	61	73	77	82	86	88	91	93
7	56	59	67	75	79	84	87	89	92
8	55	54	64	72	79	85	90	92	92
10	55	57	63	69	75	81	86	89	92
Writing									
4	84	83	83	84	85	88	90	89	89
8	66	72	72	76	79	85	84	85	85
10	79	84	83	86	87	90	90	89	91
All Tests Taken[a]									
3	56	65	67	70	73	78	76	77	81
4	52	61	63	67	73	78	80	81	84
5	56	64	69	74	79	82	84	88	91
6	53	58	65	72	75	79	81	82	85
7	53	56	63	70	73	77	79	84	87
8	47	47	54	62	68	76	77	80	81
10	50	52	57	64	69	75	80	80	85

[a] Does not include science and social studies tests.

In addition, all grade levels made significant gains in the **all tests taken** category. For the first time, all grade levels had at least 80 percent of students passing all tests taken. The percent of students meeting minimum expectations in all tests taken (reading and mathematics at Grades 3, 5, 6, and 7; reading, mathematics, and writing at Grades 4, 8, and 10) ranged from 81 percent at both Grades 3 and 8 to 91 percent at Grade 5. The TAAS data for all tests taken from 1994 through 2002 are presented graphically in Figure 2.4 on page 23.

Texas Learning Index

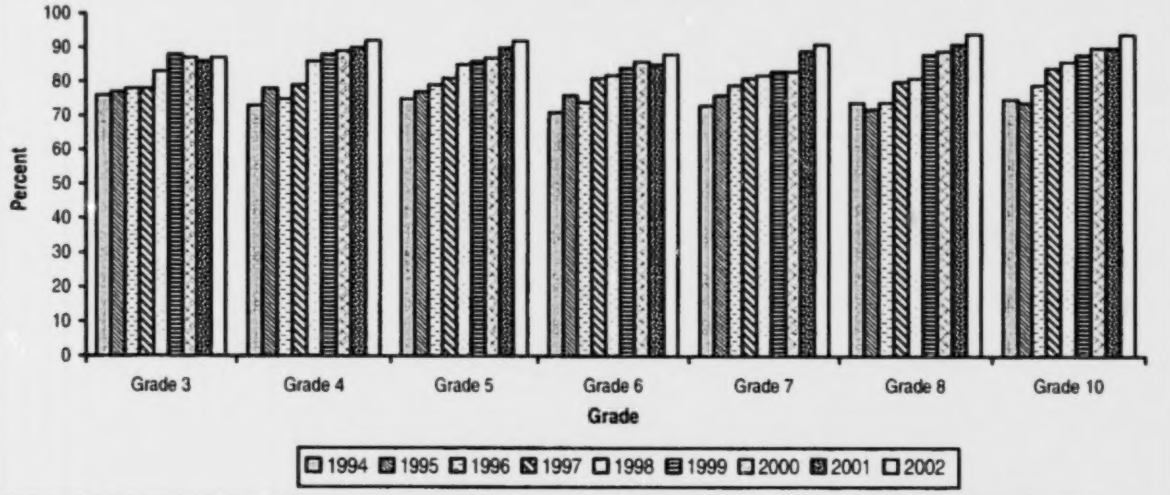
All Students
Spring TAAS Administrations 1994-2002
Grades 3-8 and 10

TLI scores for 2002 show continuing improvement at every grade level in mathematics and reading.

Spring 2002 marks the ninth year that student performance in reading and mathematics has been reported via the Texas Learning Index, or TLI. The TLI, a score that describes how far a student's performance is above or below the passing standard, was developed to allow students, parents, and schools the opportunity to relate student performance to a passing standard and to compare student performance from year to year. Because the purpose of the TLI is to show year-to-year progress as students move toward the exit-level test, the TLI is not used for reporting the results of tests that are not administered in sequential grades and/or not administered at the exit level. Therefore, scores for the writing test (administered only at Grades 4 and 8 and at the exit level), the Spanish reading and mathematics tests (only at Grades 3 through 6), the Spanish writing test (only at Grade 4), the science and social studies tests (only at Grade 8), the RPTE (administered in Grades 3 through 12), the SDAA tests in reading and mathematics (administered in Grades 3 through 8), the SDAA writing test (administered in Grades 4 and 8), and the end-of-course tests are reported as scale scores rather than TLI scores.

The TLI provides an indicator of whether a student is making sufficient yearly progress to be reasonably assured of meeting minimum expectations on the exit-level test. The TLI can be used in this way because the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit level. In other words, it is as difficult for a third grader to pass the third-grade reading and mathematics tests as

Figure 2.1. Percent Meeting Minimum Expectations on Reading TAAS, All Students, 1994 Through 2002



it is for an eighth grader to pass the eighth-grade reading and mathematics tests or for an exit-level student to pass the exit-level reading and mathematics tests. A student who consistently achieves a TLI score of 70 or above at Grades 3 through 8 on the reading and mathematics tests is on track to succeed on the exit-level test if current academic progress continues.

To meet minimum expectations on the TAAS reading and mathematics assessments, a student must achieve a TLI of at least 70. The following tables present:

- nine years of average TLI scores for each grade level, including the gain registered between the years 1994 and 2002 for both reading and mathematics; and
- TLI scores from 1994 to 2002 for a consistent set of students.

Figure 2.2. Percent Meeting Minimum Expectations on Mathematics TAAS, All Students, 1994 Through 2002

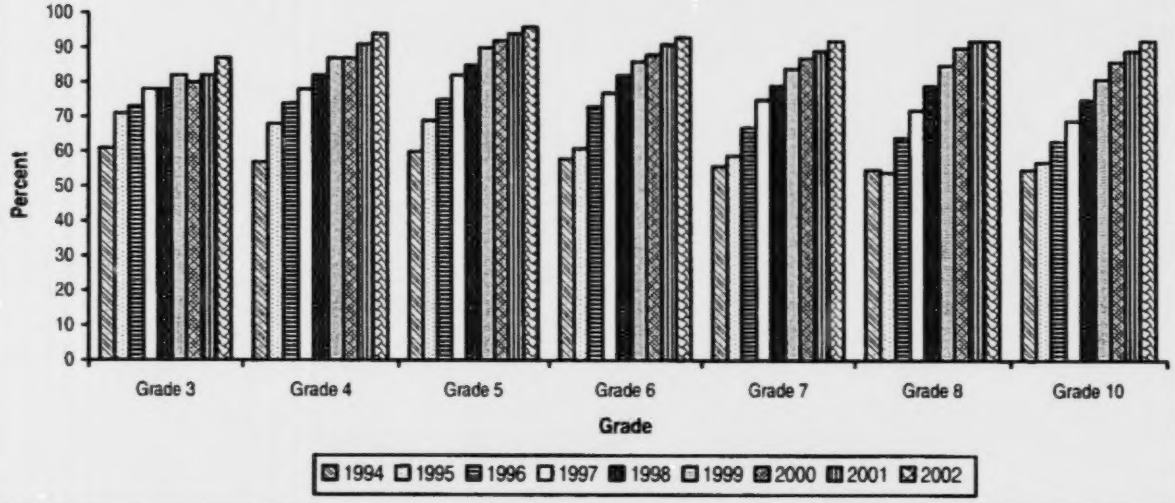
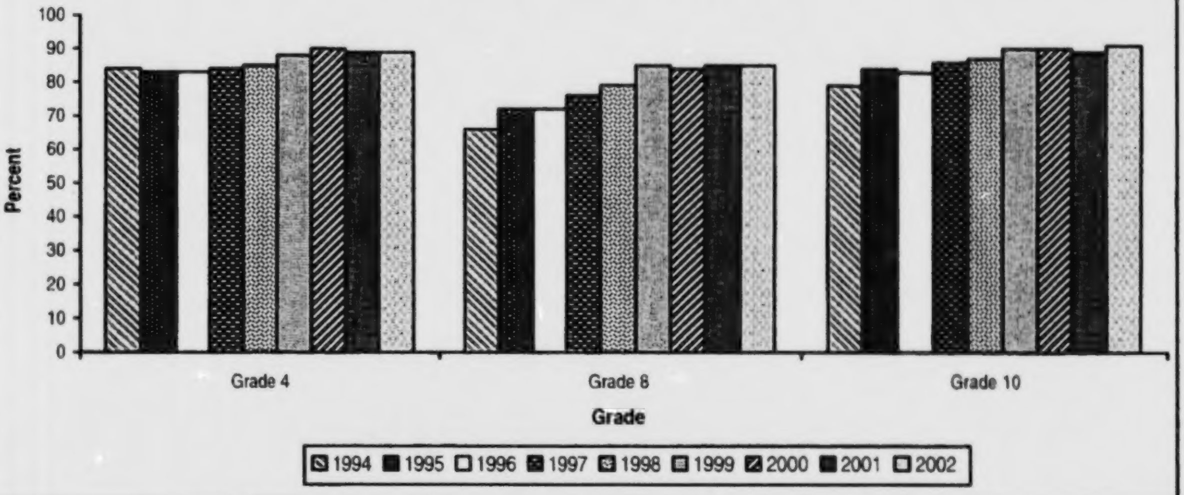


Figure 2.3. Percent Meeting Minimum Expectations on Writing TAAS, All Students, 1994 Through 2002



The data in Table 2.4 on page 24 indicate that at all grades, average TLI scores in both reading and mathematics have been rising since 1994. Average 2002 TLIs in **reading** were in the 80s at all grade levels, ranging from 83.1 at Grade 3 to 89.5 at Grade 8. Also, Grade 8 exhibited the greatest nine-year gain with an increase of 12.5 points. In **mathematics**, average TLI scores also have increased at every grade level since 1994, with average 2002 TLIs ranging from 81.4 at Grade 3 to 85.8 at Grade 5. Since 1994, Grade 5 exhibited the greatest gain, with an increase in average TLI of 15.6 points.

Table 2.5 on page 24 presents seven years of average TLI scores for the same set of students. This matched group of 114,795 students tested in both reading and mathematics every year from 1995, when the students were in Grade 3, through 2002, when they were in Grade 10. The data in the table indicate that average TLI scores in both reading and mathematics have risen steadily for these students. In **reading**, the group

Figure 2.4. Percent Meeting Minimum Expectations on All TAAS Tests Taken, All Students, 1994 Through 2002

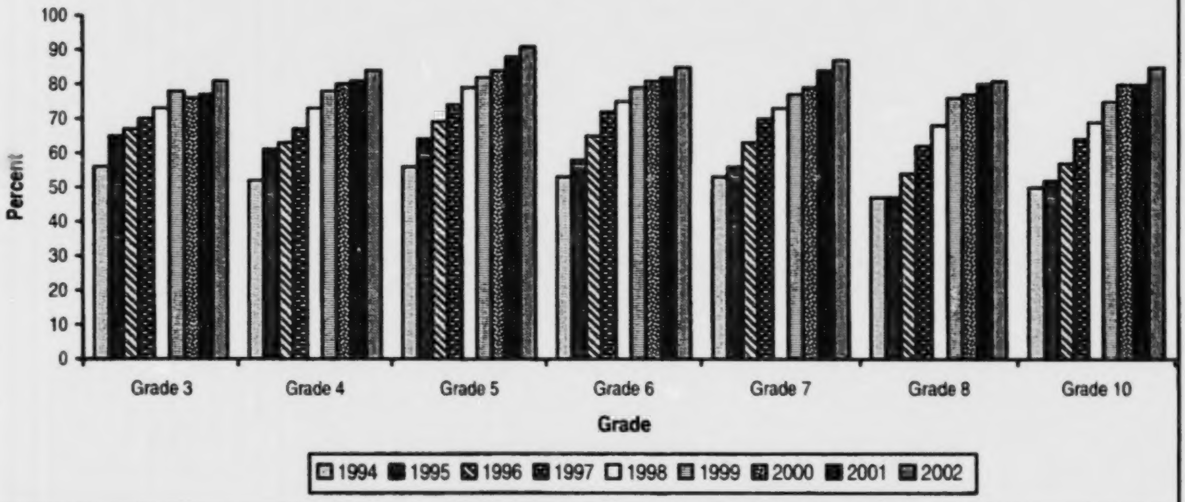


Table 2.4. Grade-Level Comparison of Average Texas Learning Index (TLI), Reading and Mathematics, All Students, 1994 Through 2002

									Change	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	2001 to 2002	1994 to 2002
Reading											
3	77.6	77.3	77.5	78.5	81.2	83.5	82.7	82.6	83.1	0.5	5.5
4	77.8	79.5	78.6	79.4	83.1	84.8	86.1	86.4	87.3	0.9	9.5
5	78.1	79.0	80.1	82.3	83.7	84.8	85.9	86.9	88.8	1.9	10.7
6	77.7	79.0	79.5	81.9	82.4	84.3	84.6	84.5	86.8	2.3	9.1
7	77.3	77.9	79.7	80.6	81.3	82.0	82.1	86.4	87.2	0.8	9.9
8	77.0	77.0	78.4	80.4	81.7	83.9	85.7	87.2	89.5	2.3	12.5
10	77.1	77.0	79.1	81.2	82.9	84.1	84.7	85.5	87.6	2.1	10.5
Mathematics											
3	69.7	72.7	75.4	77.3	77.0	77.9	78.3	79.8	81.4	1.6	11.7
4	69.8	73.8	76.1	77.6	78.7	80.5	80.9	82.0	83.4	1.4	13.6
5	70.2	73.8	76.2	79.2	80.7	83.0	83.9	84.6	85.8	1.2	15.6
6	69.7	71.7	75.6	77.5	79.2	81.2	81.9	83.2	84.4	1.2	14.7
7	69.6	70.9	74.3	76.2	78.1	80.4	81.5	82.4	83.9	1.5	14.3
8	69.1	68.8	72.5	75.3	77.3	80.0	81.5	82.7	83.6	0.9	14.5
10	69.3	70.5	72.1	74.3	76.4	78.5	80.4	81.4	82.6	1.2	13.3

average TLI score of 90.2 at Grade 10 is a gain of 9.0 points over the performance on the Grade 3 test in 1995. The average TLI also showed an improvement in **mathematics**, with a gain of 8.3 points between Grade 3 and Grade 10.

Student Performance Results, by Ethnicity and Economic Status

Percent Meeting Minimum Expectations

Spring TAAS Administrations 1994-2002
Grades 4, 8, and 10

This section focuses on Grades 4, 8, and 10, so results from the writing test can be included in the comparisons.

Grade 4

In the all tests taken category, African American students' scores rose by an impressive 5 percentage points in 2002 as compared to 2001.

The comparison between 1994 and 2002 shows that African American, economically disadvantaged, and Hispanic students have all made impressive gains on TAAS (see Table 2.6).

Both African American and economically disadvantaged students' **reading** scores in 2002 rose 3 percentage points compared to the scores in 2001, with 86 percent of African American students meeting minimum expectations and 88 percent of economically disadvantaged students meeting minimum expectations. Hispanic students' scores rose by two percentage points to reach 89 percent passing. The percentage passing for White students rose by one percentage point, with 96 percent passing. The comparison between 1994 and 2002 shows that African American students made the greatest gain, with an increase of 30 percentage points.

Compared to 2001 levels, the percent passing for **mathematics** rose by an impressive 6 percentage points for African American students in 2002. Economically disadvantaged students' scores rose by 4 percentage points from 2001 to 2002. The percent passing for Hispanic students increased by 3 percentage points. White students' scores increased by 2 percentage points. Percent passing in 2002 ranged from 88 percent (African American students) to 97 percent (White

Table 2.5. Average Texas Learning Index (TLI[a]), Reading and Mathematics TAAS, Matched Group, 1995 Through 2002

Subject	Grade 3 1995	Grade 4 1996	Grade 5 1997	Grade 6 1998	Grade 7 1999	Grade 8 2000	Grade 10 2002	Change 1995 to 2002
Reading	81.2	82.7	86.8	87.6	86.7	89.8	90.2	9.0
Mathematics	76.5	80.0	83.0	83.4	84.5	84.5	84.8	8.3

[a] Average TLI for 114,795 students tested at every grade level between Grades 3 and 8 and at Grade 10.

Table 2.6. Grade 4 Percent Passing TAAS, by Student Group, 1994 Through 2002

Student Group	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 2001 to 2002	Change 1994 to 2002
Reading											
African American	56	61	60	66	77	79	82	83	86	3	30
Hispanic	64	70	66	71	81	84	85	87	89	2	25
White	83	86	83	86	92	94	95	95	96	1	13
Economically Disadvantaged	61	67	64	69	79	82	84	85	88	3	27
Mathematics											
African American	36	47	57	62	69	73	75	82	88	6	52
Hispanic	47	59	67	72	77	84	83	89	92	3	45
White	67	79	83	86	88	93	93	95	97	2	30
Economically Disadvantaged	44	56	64	69	74	81	80	87	91	4	47
Writing											
African American	72	71	74	73	78	80	84	83	84	1	12
Hispanic	78	78	79	79	81	85	86	87	86	-1	8
White	90	88	88	89	89	92	94	92	94	2	4
Economically Disadvantaged	75	75	76	76	79	83	85	85	85	0	10
All Tests Taken											
African American	32	39	45	50	59	62	66	70	75	5	43
Hispanic	41	51	53	58	67	73	74	76	80	4	39
White	63	72	72	77	81	85	88	88	91	3	28
Economically Disadvantaged	38	47	50	55	63	69	71	74	78	4	40

students). The comparison between 1994 and 2002 shows impressive improvement: 52 percentage points for African American students, 47 percentage points for economically disadvantaged students, 45 percentage points for Hispanic students, and 30 percentage points for White students.

Writing scores rose by 1 percentage point over 2001 levels for African American students to 84 percent passing. Economically disadvantaged students' scores remained unchanged at 85 percent passing. The scores for Hispanic students decreased slightly by 1 percentage point to 86 percent passing. And the scores for White students rose by 2 percentage points to 94 percent meeting minimum expectations.

All tests taken results provided more evidence of continued improvement. Scores in 2002 improved by 5 percentage points (75% meeting minimum expectations) compared to the previous year for African American students. Economically disadvantaged students' scores increased by 4 percentage points (78% meeting minimum expectations). Percent passing results also rose by 4 percentage points for Hispanic students (80% meeting minimum expectations). White students' scores increased by 3 percentage points to 91 percent meeting minimum expectations in 2002. The comparison between 1994 and 2002 indicates that African American students made the greatest gain in this category, showing an impressive increase of 43 percentage points.

Grade 8

The scores for all groups in the all tests taken category continue to show impressive improvement.

Table 2.7 on page 26 presents the Grade 8 TAAS results for 1994 through 2002 for the four student groups.

Reading scores in 2002 rose by 5 percentage points for African American students compared to the previous year. Economically disadvantaged and Hispanic students' scores increased by 4 percentage points. White students gained 1 percentage point. African American students reached 92 percent passing, economically disadvantaged students reached 90 percent passing, Hispanic students reached 91 percent passing, and White students reached 97 percent passing. The comparison between 1994 and 2002 indicates that African American students made the greatest gain, with an increase of 34 percentage points.

Mathematics scores showed improvement for African American, economically disadvantaged, and Hispanic students with a gain of 1 percentage point each; White students' scores remained unchanged. The percent of students passing for these groups ranged from 86 percent for African American students to 96 percent for White students. Compared to 1994 levels, all groups made significant gains. African American students gained an impressive 54 percentage points,

Table 2.7. Grade 8 Percent Passing TAAS, by Student Group, 1994 Through 2002

										Change	
Student Group	1994	1995	1996	1997	1998	1999	2000	2001	2002	2001 to 2002	1994 to 2002
Reading											
African American	58	57	60	70	71	81	83	87	92	5	34
Hispanic	61	60	62	70	71	81	83	87	91	4	30
White	86	84	86	89	90	94	95	96	97	1	11
Economically Disadvantaged	59	57	60	68	70	80	82	86	90	4	31
Mathematics											
African American	32	30	44	55	66	74	81	85	86	1	54
Hispanic	40	37	51	61	71	80	85	89	90	1	50
White	70	70	78	83	88	92	95	96	96	0	26
Economically Disadvantaged	37	35	49	59	69	78	84	87	88	1	51
Writing											
African American	50	58	61	65	71	78	76	79	79	0	29
Hispanic	55	61	61	67	71	79	76	79	79	0	24
White	77	82	83	85	87	91	91	91	91	0	14
Economically Disadvantaged	52	59	59	65	69	77	75	78	77	-1	25
All Tests Taken[a]											
African American	25	25	35	44	53	63	65	70	72	2	47
Hispanic	32	31	39	48	56	67	68	73	74	1	42
White	61	63	69	75	79	85	87	89	89	0	28
Economically Disadvantaged	29	29	37	46	54	64	66	71	72	1	43

[a] Does not include the results of the science and social studies tests at Grade 8.

economically disadvantaged students gained 51 percentage points, Hispanic students gained 50 percentage points, and White students gained 26 percentage points.

The **writing** scores for the most part remained unchanged in 2002 as compared to 2001, with the exception of economically disadvantaged students, whose scores decreased by 1 percentage point. The percent-passing rate for all four groups ranged from 77 percent meeting minimum expectations for economically disadvantaged students to 91 percent meeting minimum expectations for White students. Gains between 1994 and 2002 ranged from 14 percentage points for White students to 29 percentage points for African American students.

In the **all tests taken** category, which includes the reading, mathematics, and writing tests, the 2002 results showed overall continued improvement. The scores for African American students increased by 2 percentage points (72% meeting minimum expectations). Economically disadvantaged students and Hispanic students both showed gains of 1 percentage point (72% and 74% meeting minimum expectations, respectively). The scores for White students remained unchanged at 89 percent meeting minimum expectations. Compared to 1994 levels, African American students made an impressive gain of 47 percentage points. Economically disadvantaged students gained 43 percentage points, and Hispanic students followed closely with a gain of 42 percentage points. White students registered a 28 percentage point gain between 1994 and 2002.

Grade 10 (Exit Level)

The comparison between 2001 and 2002 shows a dramatic upward trend in the all tests taken category, with a 10 percentage point gain for African American students.

The Grade 10 (exit level) TAAS results from 1994 to 2002 for the four student groups are presented in Table 2.8.

Reading scores showed an impressive improvement across all grade levels. The scores of African American students improved by 9 percentage points, the scores of economically disadvantaged students rose by 8 percentage points, the scores of Hispanic students increased by 7 percentage points, and the scores of White students rose by 2 percentage points. In 2002, African American students had 92 percent passing; economically disadvantaged and Hispanic students both had 90 percent meeting minimum expectations; and White students increased to 98 percent passing. Eight-year gains in reading ranged from 12 percentage points for White students to 32 percentage points both for African American and economically disadvantaged students.

Mathematics scores showed improvement for all groups. Compared to 2001 levels, gains ranged from 2 to 6 percentage points for each group. Percent passing results improved to 85 percent for African American

Table 2.8. Grade 10 Percent Passing TAAS, by Student Group, 1994 Through 2002

Student Group	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 2001 to 2002	Change 1994 to 2002
Reading											
African American	60	58	69	76	78	83	85	83	92	9	32
Hispanic	61	60	67	73	77	80	83	83	90	7	29
White	86	86	89	92	93	95	96	96	98	2	12
Economically Disadvantaged	58	57	65	71	75	79	82	82	90	8	32
Mathematics											
African American	32	35	43	51	58	66	74	79	85	6	53
Hispanic	40	42	51	57	65	73	80	83	88	5	48
White	68	71	75	81	85	89	93	94	96	2	28
Economically Disadvantaged	39	40	49	55	63	71	79	82	87	5	48
Writing											
African American	68	76	74	79	81	86	86	85	90	5	22
Hispanic	69	75	74	77	79	84	84	83	85	2	16
White	88	91	91	93	93	95	96	94	96	2	8
Economically Disadvantaged	66	73	72	75	78	83	83	82	85	3	19
All Tests Taken											
African American	28	31	37	46	52	60	67	68	78	10	50
Hispanic	34	36	43	49	57	64	70	70	77	7	43
White	64	67	71	78	81	86	89	89	92	3	28
Economically Disadvantaged	32	34	40	47	54	62	68	68	76	8	44

students, 87 percent for economically disadvantaged students, 88 percent for Hispanic students, and 96 percent for White students. The comparisons between 1994 and 2002 showed an impressive upward trend, with African American students gaining 53 percentage points, and economically disadvantaged students and Hispanic students exhibiting gains of 48 percentage points each. White students gained 28 percentage points over this same period.

The **writing** scores for all groups of students increased compared to the 2001 levels. The scores for African American students rose by 5 percentage points; the scores for economically disadvantaged students improved by 3 percentage points; and the scores for Hispanic students and White students rose by 2 percentage points compared to their 2001 levels. Gains between 1994 and 2002 ranged from 8 percentage points for White students to 22 percentage points for African American students.

In the **all tests taken** category, African American students registered a very impressive 10 percentage point gain over 2001 scores to reach 78 percent passing. Scores for economically disadvantaged students rose by 8 percentage points to 76 percent passing. For Hispanic students, scores increased by 7 percentage points to 77 percent passing. And White students rose by 3 percentage points to 92 percent passing. The comparison between 1994 and 2002 reflected a notable increase in scores, with African American students making the largest gain of 50 percentage points. The other student groups also registered impressive gains: 44 percentage points for economically disadvantaged students, 43 percentage points for Hispanic students, and 28 percentage points for White students.

Average TLI: Results by Ethnicity

Spring TAAS Administrations 1994-2002
Grades 3-8 and 10

Grade 5 African American students, whose scores in mathematics improved by 20.5 points, displayed the largest eight-year gain in average TLI for an ethnic group.

From 2001 to 2002, overall average TLI scores in **reading** rose for all major ethnic groups in all grades (see Table 2.9 on page 28). For African American students, average TLI scores in 2002 ranged from 79.2 at Grade 3 to 87.0 at Grade 8; the greatest eight-year gain (17.0 points) was at Grade 8. For Hispanic students, average TLI scores ranged from 80.5 at Grade 3 to 86.6 at Grade 8, with the greatest eight-year gain (15.3 points) at Grade 8. The average TLI for White students ranged from 86.5 at Grade 3 to 92.5 at Grade 8; between 1994 and 2002, the greatest gain (10.4 points) was exhibited at Grade 8.

In **mathematics**, all grade levels exhibited improvement in 2002, as compared to 2001 (see Table 2.10 on page 29). For African American students, average TLI scores in 2002 ranged from 76.9 at

Table 2.9. Average Texas Learning Index (TLI), Reading, by Student Ethnicity and Grade, 1994 Through 2002

										Change	
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2001 to 2002	1994 to 2002
Grade 3											
African American	71.2	70.8	71.0	73.1	76.6	78.1	78.0	78.2	79.2	1.0	8.0
Hispanic	73.4	73.0	73.5	74.5	78.1	81.3	79.9	80.1	80.5	0.4	7.1
White	81.5	81.2	81.5	82.2	84.2	86.7	86.3	86.1	86.5	0.4	5.0
Grade 4											
African American	70.7	72.6	71.9	73.5	78.0	79.4	81.5	82.3	83.4	1.1	12.7
Hispanic	73.7	75.8	74.3	75.4	79.7	81.8	83.3	83.9	84.9	1.0	11.2
White	81.9	83.2	82.7	83.4	86.5	88.3	89.5	89.7	90.7	1.0	8.8
Grade 5											
African American	71.3	71.9	73.6	76.5	79.3	79.2	81.0	82.9	85.0	2.1	13.7
Hispanic	73.5	74.6	75.7	77.9	80.3	80.7	82.2	84.1	86.3	2.2	12.8
White	82.4	83.2	84.2	86.5	87.1	89.1	90.1	90.4	92.1	1.7	9.7
Grade 6											
African American	71.2	73.0	73.7	76.4	78.1	79.9	80.6	80.1	82.7	2.6	11.5
Hispanic	72.6	74.5	74.1	76.9	77.2	80.0	80.1	80.5	83.2	2.7	10.6
White	82.5	83.3	84.4	86.6	87.1	88.6	89.1	89.0	90.9	1.9	8.4
Grade 7											
African American	70.4	71.6	74.3	75.7	76.1	77.1	77.9	82.1	84.0	1.9	13.6
Hispanic	72.0	72.7	74.9	75.7	76.6	77.8	77.9	82.5	83.7	1.2	11.7
White	82.3	82.8	84.3	85.2	85.9	86.3	86.5	90.6	90.9	0.3	8.6
Grade 8[a]											
African American	70.0	70.6	72.0	75.4	76.7	79.9	81.8	83.7	87.0	3.3	17.0
Hispanic	71.3	71.6	72.8	75.4	76.8	80.1	82.0	83.8	86.6	2.8	15.3
White	82.1	81.8	83.7	85.0	86.3	87.5	89.4	90.9	92.5	1.6	10.4
Grade 10											
African American	70.9	70.4	74.2	77.1	78.8	80.4	81.3	81.8	85.2	3.4	14.3
Hispanic	71.2	71.3	73.6	75.9	78.5	79.7	80.1	81.7	84.5	2.8	13.3
White	82.1	81.9	83.6	85.4	86.6	87.8	88.6	89.1	90.4	1.3	8.3

[a]Grade 8 does not include science and social studies scores.

Note. English-version TAAS only.

Grade 3 to 83.0 at Grade 5; the greatest improvement since 1994 was at Grade 5 (20.5 points). For Hispanic students, average TLI scores ranged from 79.6 at Grade 3 to 84.9 at Grade 5, with the greatest eight-year gain (18.5 points) at Grade 5. The average TLI for White students ranged from 84.2 at Grade 3 to 87.4 at Grade 5; the greatest improvement since 1994 was exhibited at Grade 5, with a gain in average TLI of 13.3 points.

Average TLI: Results by Economic Group

Spring TAAS Administrations 1994-2002
Grades 3-8 and 10

The economically disadvantaged population continued an overall upward trend in performance, with an average TLI at all grade levels at or above 79.8 in reading and at or above 78.7 in mathematics.

As indicated by the data in Table 2.11 on page 30, the average TLI scores of students identified as economically disadvantaged through eligibility for a free or reduced-price meal program reflected gains in **reading** across all grade levels. Average 2002 TLI scores for these students ranged from 79.8 at Grade 3 to 86.2 at Grade 8; one-year gains ranged from 0.5 at Grade 3 to 3.1 at Grade 10. The average TLI of students not identified as economically disadvantaged also showed an overall improvement, ranging from 86.5 at Grade 3 to 92.1 at Grade 5; one-year gains ranged from 0.4 at Grade 3 to 2.0 at Grade 6. Economically disadvantaged students at Grade 8 posted the greatest gain over eight years, with a rise in average TLI of 15.8 points.

In **mathematics**, both economic groups registered improvement at every grade level (see Table 2.12 on page 30). Average 2002 TLI scores for economically disadvantaged students ranged from 78.7 at Grade 3 to 84.3 at Grade 5, with one-year gains ranging from 1.2 at Grade 8 to 1.8 at Grade 3. For students identified as not economically disadvantaged, average TLI scores ranged from 84.0 at Grade 10 to 87.4 at Grade 5. Single-year gains ranged from 0.8 at Grades 6 and 8 to 1.6 at Grade 7. Over the eight-year period,

Table 2.10. Average Texas Learning Index (TLI), Mathematics, by Student Ethnicity and Grade, 1994 Through 2002

										Change	
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2001 to 2002	1994 to 2002
Grade 3											
African American	61.9	65.3	68.9	71.4	71.2	70.6	72.3	74.4	76.9	2.5	15.0
Hispanic	65.7	68.9	72.2	74.6	74.3	76.0	76.1	78.0	79.6	1.6	13.9
White	73.8	76.6	79.0	80.4	80.3	81.3	81.8	82.9	84.2	1.3	10.4
Grade 4											
African American	62.0	66.2	69.5	71.7	73.6	75.0	75.9	78.4	80.6	2.2	18.6
Hispanic	66.3	70.6	73.3	75.2	76.6	79.1	79.0	80.7	82.2	1.5	15.9
White	73.6	77.5	79.4	80.6	81.3	82.8	83.8	84.1	85.2	1.1	11.6
Grade 5											
African American	62.5	65.7	68.8	73.3	75.7	77.5	79.7	81.1	83.0	1.9	20.5
Hispanic	66.4	70.4	73.5	76.9	78.8	81.5	82.5	83.4	84.9	1.5	18.5
White	74.1	77.6	79.5	82.0	83.1	85.4	86.1	86.4	87.4	1.0	13.3
Grade 6											
African American	62.0	64.3	69.7	71.6	74.4	76.3	77.8	79.7	81.3	1.6	19.3
Hispanic	65.4	67.1	71.9	74.3	76.5	78.8	79.7	81.3	82.8	1.5	17.4
White	74.2	76.4	79.4	81.1	82.2	84.3	84.7	85.7	86.5	0.8	12.3
Grade 7											
African American	61.8	62.3	67.0	70.2	71.9	75.1	76.8	78.3	80.0	1.7	18.2
Hispanic	64.6	65.4	69.7	72.6	74.7	77.4	79.4	80.4	81.9	1.5	17.3
White	74.4	76.4	78.9	80.0	82.0	83.8	84.4	84.9	86.7	1.8	12.3
Grade 8[a]											
African American	60.9	60.7	65.0	69.0	72.3	74.9	77.2	78.8	80.0	1.2	19.1
Hispanic	63.7	63.0	67.8	71.2	74.0	77.3	79.3	80.7	81.9	1.2	18.2
White	74.2	74.1	77.2	79.4	80.7	83.1	84.2	85.2	85.8	0.6	11.6
Grade 10											
African American	61.2	62.4	64.8	67.8	70.3	73.1	75.5	76.9	79.1	2.2	17.9
Hispanic	64.2	64.9	67.7	69.7	72.6	75.5	77.8	78.7	80.4	1.7	16.2
White	73.9	75.4	76.3	78.5	80.0	81.7	83.2	84.1	85.0	0.9	11.1

[a] Grade 8 does not include science and social studies scores.

Note. English-version TAAS only.

economically disadvantaged students at Grade 5 posted the greatest improvement, with a gain of 19.1 points.

Special Populations

Percent Meeting Minimum Expectations

Spring TAAS Administrations 1994-2002
Grades 3-8 and 10

Between 1994 and 2002, LEP students and at-risk students averaged impressive improvements in passing all TAAS tests taken. At Grade 5, LEP students improved by 46 percentage points and at Grade 10 at-risk students improved by 47 percentage points.

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school. Note that each nonexempt LEP student takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS (available at Grades 3 through 6). This section presents the results of the LEP students who took the English TAAS tests; Spanish TAAS results appear in a later section.

For comparison purposes the all tests taken category does not include the science and social studies tests administered at Grade 8. Students at Grades 4, 8, and 10 (exit level) were tested in writing, reading, and mathematics; students at Grades 3, 5, 6, and 7 were tested in reading and mathematics.

Table 2.13 on page 31 presents the 1994 through 2002 data for the LEP and non-LEP students in **passing all TAAS tests taken**. With the exception of Grade 8, both groups made gains from 2001 to 2002. The largest one-year gains of 6 percentage points were made by both groups at Grade 10. Grade 5 LEP students showed the largest gain from 1994 to 2002 with a gain of 46 percentage points. Across grade levels and years, non-

Table 2.11. Average Texas Learning Index (TLI), Reading, by Student Economic Group and Grade, 1994 Through 2002

	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 2001 to 2002	Change 1994 to 2002
Grade 3											
Economically Disadvantaged	72.5	72.1	72.4	73.7	77.3	80.1	79.2	79.3	79.8	0.5	7.3
Not Economically Disadvantaged	81.7	81.6	82.0	82.8	84.8	86.7	86.3	86.1	86.5	0.4	4.8
Grade 4											
Economically Disadvantaged	72.7	74.7	73.2	74.4	78.9	80.8	82.4	83.1	84.1	1.0	11.4
Not Economically Disadvantaged	81.9	83.3	83.2	83.9	86.9	88.4	89.5	89.7	90.6	0.9	8.7
Grade 5											
Economically Disadvantaged	72.6	73.5	74.6	77.2	79.5	79.9	81.6	83.3	85.6	2.3	13.0
Not Economically Disadvantaged	82.3	83.4	84.7	86.9	87.5	89.2	90.0	90.4	92.1	1.7	9.8
Grade 6											
Economically Disadvantaged	71.9	73.9	73.6	76.4	77.0	79.5	79.8	80.0	82.7	2.7	10.8
Not Economically Disadvantaged	81.9	82.8	84.3	86.6	87.1	88.3	88.8	88.6	90.6	2.0	8.7
Grade 7											
Economically Disadvantaged	71.1	72.1	74.2	75.2	76.0	77.1	77.3	82.0	83.3	1.3	12.2
Not Economically Disadvantaged	81.2	81.8	83.8	84.8	85.4	85.7	86.0	89.9	90.5	0.6	9.3
Grade 8[a]											
Economically Disadvantaged	70.4	70.7	72.1	74.7	76.1	79.5	81.4	83.2	86.2	3.0	15.8
Not Economically Disadvantaged	80.6	80.6	82.5	84.3	85.6	86.8	88.7	90.1	92.0	1.9	11.4
Grade 10											
Economically Disadvantaged	69.9	70.1	72.5	74.9	77.6	79.2	79.6	81.0	84.1	3.1	14.2
Not Economically Disadvantaged	79.8	79.8	82.0	83.9	85.3	86.3	87.2	87.7	89.4	1.7	9.6

[a] Grade 8 does not include science and social studies scores.

Note. English-version TAAS only.

Table 2.12. Average Texas Learning Index (TLI), Mathematics, by Student Economic Group and Grade, 1994 Through 2002

	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 2001 to 2002	Change 1994 to 2002
Grade 3											
Economically Disadvantaged	64.7	68.1	71.2	73.6	73.3	74.5	75.0	76.9	78.7	1.8	14.0
Not Economically Disadvantaged	73.7	76.5	79.3	80.7	80.5	81.1	81.7	82.8	84.2	1.4	10.5
Grade 4											
Economically Disadvantaged	65.0	69.3	72.0	74.0	75.5	77.8	78.1	80.0	81.6	1.6	16.6
Not Economically Disadvantaged	73.6	77.5	79.7	80.9	81.6	82.9	83.7	84.1	85.2	1.1	11.6
Grade 5											
Economically Disadvantaged	65.2	69.1	72.1	75.7	77.7	80.3	81.7	82.6	84.3	1.7	19.1
Not Economically Disadvantaged	74.0	77.6	79.7	82.3	83.4	85.3	86.1	86.4	87.4	1.0	13.4
Grade 6											
Economically Disadvantaged	64.4	66.5	71.3	73.5	75.9	78.2	79.1	80.8	82.3	1.5	17.9
Not Economically Disadvantaged	73.6	75.7	79.2	80.9	82.1	83.9	84.5	85.5	86.3	0.8	12.7
Grade 7											
Economically Disadvantaged	63.6	64.8	68.9	71.8	73.8	76.7	78.5	79.7	81.3	1.6	17.7
Not Economically Disadvantaged	73.3	75.0	78.2	79.5	81.4	83.2	84.0	84.6	86.2	1.6	12.9
Grade 8[a]											
Economically Disadvantaged	62.8	62.5	66.9	70.4	73.3	76.7	78.6	80.1	81.3	1.2	18.5
Not Economically Disadvantaged	72.6	72.4	76.0	78.6	80.1	82.3	83.5	84.6	85.4	0.8	12.8
Grade 10											
Economically Disadvantaged	63.4	64.3	66.8	69.0	71.9	74.9	77.3	78.3	80.0	1.7	16.6
Not Economically Disadvantaged	71.5	73.0	74.4	76.7	78.4	80.3	82.0	82.9	84.0	1.1	12.5

[a] Grade 8 does not include science and social studies scores.

Note. English-version TAAS only.

Table 2.13. Percent Meeting Minimum Expectations on TAAS, All Tests Taken, By Limited English Proficient (LEP) Status and Grade, 1994 Through 2002

	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 2001 to 2002	Change 1994 to 2002
Grade 3											
LEP	34	47	52	57	62	70	64	66	70	4	36
Non-LEP	58	66	68	72	74	79	78	79	83	4	25
Grade 4											
LEP	30	39	42	45	56	61	58	61	66	5	36
Non-LEP	53	62	64	69	75	79	82	83	86	3	33
Grade 5											
LEP	26	33	41	46	56	56	58	64	72	8	46
Non-LEP	58	65	70	76	81	84	87	90	92	2	34
Grade 6											
LEP	19	21	24	35	36	44	44	42	51	9	32
Non-LEP	55	60	68	75	78	82	85	85	88	3	33
Grade 7											
LEP	15	15	22	30	29	35	34	43	47	4	32
Non-LEP	55	58	66	73	76	80	82	86	89	3	34
Grade 8[a]											
LEP	12	11	13	19	24	32	32	36	35	-1	23
Non-LEP	49	49	57	65	70	79	80	83	83	0	34
Grade 10											
LEP	13	14	15	21	25	31	34	33	39	6	26
Non-LEP	53	55	60	67	72	78	83	82	88	6	35

[a] Grade 8 does not include science and social studies scores.

Note. English-version TAAS only.

LEP students had higher passing rates than did LEP students.

As the data in Table 2.14 on page 32 show for students at risk and students not at risk, both groups made gains from 2001 to 2002 in performance at most grade levels. At Grade 8, students at risk lost 2 percentage points and students not at risk remained at 90 percent passing. Grade 10 at-risk students exhibited the greatest 1994 to 2002 improvement, with the rate increasing by 47 percentage points to 71 percent. Across grade levels and years, students not at risk had higher passing rates than did students at risk.

Average TLI

Spring TAAS Administrations 1994-2002
Grades 3-8 and 10

Between 1994 and 2002, LEP students and at-risk students improved more than 13 points in average TLI in mathematics at all grade levels.

Categories of students considered as special populations include LEP students and students identified as at risk of dropping out of school. Note that each non-exempt LEP student takes the English TAAS unless it is determined locally that the appropriate assessment for the student is the Spanish TAAS, available at Grades 3 through 6. This section presents results of the LEP students who took the English TAAS tests; Spanish TAAS results appear later in this chapter.

As presented in Table 2.15 on page 33, in **reading**, LEP students achieved gains in average TLI scores at all grade levels, with the exception of Grade 7, which decreased slightly by 0.2 points; the largest gain compared to 2001 was registered at Grade 10, with an increase of 5.2 points. Average 2002 TLI scores for LEP students ranged from 68.7 at Grade 7 to 79.1 at Grade 4, with the largest eight-year gain, an increase of 14.8 points, posted at Grade 10. The average 2002 TLI scores of non-LEP students ranged from 84.0 at Grade 3 to 90.4 at Grade 8, with the largest eight-year gain (12.5 points) posted at Grade 8.

The greatest gain from 2001 to 2002 in **mathematics** for LEP students (2.4 points) was registered at Grade 6 (see Table 2.16 on page 33). Average 2002 TLI scores for LEP students ranged from 74.5 at Grade 7 to 81.8 at Grade 5; the largest eight-year gain was an increase of 21.0 points at Grade 5. The average 2002 TLI scores of non-LEP students ranged from 81.9 at Grade 3 to 86.2 at Grade 5, with the largest eight-year gain (15.5 points) at Grade 5.

Table 2.14. Percent Meeting Minimum Expectations on TAAS, All Tests Taken, By At-Risk Status and Grade, 1994 Through 2002

	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 2001 to 2002	Change 1994 to 2002
Grade 3											
At Risk	31	43	45	51	54	64	60	63	69	6	38
Not At Risk	65	72	75	77	79	84	83	84	87	3	22
Grade 4											
At Risk	29	36	36	41	50	57	58	62	67	5	38
Not At Risk	67	78	77	82	86	87	90	89	90	1	23
Grade 5											
At Risk	33	40	44	51	57	60	66	71	78	7	45
Not At Risk	76	81	85	89	91	93	94	95	96	1	20
Grade 6											
At Risk	28	31	38	45	47	56	58	62	63	1	35
Not At Risk	68	78	83	87	89	91	92	92	93	1	25
Grade 7											
At Risk	27	27	36	42	43	51	54	65	68	3	41
Not At Risk	71	75	81	86	88	90	91	93	95	2	24
Grade 8[a]											
At Risk	23	18	25	30	37	51	55	61	59	-2	36
Not At Risk	70	70	75	81	84	89	90	90	90	0	20
Grade 10											
At Risk	24	30	33	41	46	56	63	64	71	7	47
Not At Risk	68	70	72	79	82	87	90	89	93	4	25

[a] Grade 8 does not include science and social studies scores.

Note. English-version TAAS only.

As can be noted in Table 2.17 on page 34, when comparing 2001 and 2002 TLI averages of at-risk students in **reading**, gains were made at all grade levels. Grade 5 achieved the largest gain compared to 2001, with an increase of 2.9 points. Average TLI scores for the at-risk students in 2002 ranged from 76.5 at Grade 6 to 82.5 at Grade 10. The largest gain between 1994 and 2002 was an increase of 13.5 points at Grade 10. The average TLI scores of students not at risk ranged from 85.5 at Grade 3 to 92.4 at Grade 8, with the largest eight-year gain (7.8 points) posted at Grade 7.

In **mathematics**, average TLI scores for at-risk students continued their upward trend for all grade levels; the greatest 2001-02 gain (2.2 points) was registered at Grade 5 (Table 2.18 on page 34). Average TLI scores for at-risk students in 2002 ranged from 77.3 at Grade 3 to 81.8 at Grade 5. The largest eight-year gain was an increase of 18.9 points at Grade 5. The average TLI scores of students not at risk ranged from 83.2 at Grade 3 to 87.3 at Grade 5, with the largest eight-year gain (11.9 points) at Grade 6.

Grade 8 Science and Social Studies Tests

Percent Meeting Minimum Expectations

Spring TAAS Administrations 1995-2002
Grades 3-8 and 10

Between 1995 and 2002, passing rates in science and social studies rose for all populations, with LEP students making the greatest gain in science and African American students making the greatest gain in social studies.

Table 2.19 on page 35 presents the 1995 through 2002 comparison of science and social studies test results for all students. The science and social studies tests were benchmarked in 1994. A benchmark test is an assessment administered statewide before establishing a passing standard. A benchmark administration allows educators the opportunity to gather data on each test objective. These data are useful in instructional

Table 2.15. Average Texas Learning Index (TLI), Reading, by LEP Status and Grade, 1994 Through 2002

										Change	
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2001 to 2002	1994 to 2002
Grade 3											
LEP	68.2	69.0	70.4	71.7	76.2	79.3	76.4	77.1	77.4	0.3	9.2
Non-LEP	78.2	77.8	78.0	79.0	81.6	84.0	83.7	83.5	84.0	0.5	5.8
Grade 4											
LEP	67.8	70.4	68.6	69.5	74.8	76.2	76.6	77.7	79.1	1.4	11.3
Non-LEP	78.4	80.0	79.2	80.1	83.7	85.5	87.1	87.3	88.2	0.9	9.8
Grade 5											
LEP	64.9	66.1	67.1	69.6	73.0	71.8	73.0	74.9	78.3	3.4	13.4
Non-LEP	78.8	79.7	80.8	83.2	84.5	85.9	87.2	88.0	89.7	1.7	10.9
Grade 6											
LEP	63.1	66.2	63.7	66.5	66.5	69.7	68.9	67.9	71.1	3.2	8.0
Non-LEP	78.6	79.8	80.6	83.1	83.8	85.6	86.1	85.8	87.8	2.0	9.2
Grade 7											
LEP	60.8	61.0	63.7	63.9	64.2	66.0	64.7	68.9	68.7	-0.2	7.9
Non-LEP	78.3	78.8	80.7	81.9	82.5	83.2	83.4	87.5	88.3	0.8	10.0
Grade 8[a]											
LEP	60.1	60.7	60.7	64.2	64.2	67.6	69.5	71.0	73.4	2.4	13.3
Non-LEP	77.9	77.8	79.4	81.5	82.8	84.9	86.7	88.2	90.4	2.2	12.5
Grade 10											
LEP	58.1	58.4	58.4	62.6	65.1	65.9	67.1	67.7	72.9	5.2	14.8
Non-LEP	78.4	78.2	80.4	82.4	84.0	85.3	85.9	86.6	88.5	1.9	10.1

[a]Grade 8 does not include science and social studies scores.

Note. English-version TAAS only.

Table 2.16. Average Texas Learning Index (TLI), Mathematics, by LEP Status and Grade, 1994 Through 2002

										Change	
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2001 to 2002	1994 to 2002
Grade 3											
LEP	62.9	67.1	70.8	74.1	73.5	75.4	74.1	76.6	78.2	1.6	15.3
Non-LEP	70.2	73.0	75.8	77.6	77.4	78.2	79.0	80.3	81.9	1.6	11.7
Grade 4											
LEP	62.0	66.8	70.1	72.2	74.0	76.8	74.9	78.0	79.9	1.9	17.9
Non-LEP	70.3	74.3	76.5	78.1	79.1	80.8	81.7	82.5	83.8	1.3	13.5
Grade 5											
LEP	60.8	64.6	68.7	72.4	74.8	77.8	78.1	79.6	81.8	2.2	21.0
Non-LEP	70.7	74.3	76.6	79.7	81.1	83.4	84.6	85.0	86.2	1.2	15.5
Grade 6											
LEP	58.8	59.5	64.8	67.4	70.3	72.7	73.3	75.3	77.7	2.4	18.9
Non-LEP	70.4	72.5	76.4	78.3	80.0	82.0	82.8	83.9	84.8	0.9	14.4
Grade 7											
LEP	56.6	56.8	61.4	65.4	66.1	69.2	71.7	73.5	74.5	1.0	17.9
Non-LEP	70.3	71.7	75.0	77.0	78.9	81.2	82.3	83.0	84.5	1.5	14.2
Grade 8[a]											
LEP	55.8	55.4	59.2	63.2	66.4	69.5	72.4	74.4	75.3	0.9	19.5
Non-LEP	69.8	69.5	73.2	76.1	78.0	80.7	82.1	83.2	84.1	0.9	14.3
Grade 10											
LEP	57.7	58.1	59.6	62.3	65.4	68.7	71.5	72.5	74.6	2.1	16.9
Non-LEP	70.1	71.3	72.9	75.2	77.1	79.2	81.0	81.9	83.1	1.2	13.0

[a]Grade 8 does not include science and social studies scores.

Note. English-version TAAS only.

Table 2.17. Average Texas Learning Index (TLI), Reading, by At-Risk Status and Grade, 1994 Through 2002

	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 2001 to 2002	 1994 to 2002
Grade 3											
At Risk	69.0	68.8	68.9	70.5	74.5	77.9	76.4	76.9	77.7	0.8	8.7
Not At Risk	80.5	80.0	80.5	81.2	83.5	85.6	85.4	85.0	85.5	0.5	5.0
Grade 4											
At Risk	69.7	71.8	68.7	69.6	74.7	76.5	77.9	79.1	80.2	1.1	10.5
Not At Risk	83.0	84.5	83.8	84.7	87.2	88.4	89.7	89.5	89.9	0.4	6.9
Grade 5											
At Risk	70.7	70.9	71.0	73.1	74.9	75.1	76.6	78.5	81.4	2.9	10.7
Not At Risk	84.6	85.1	85.9	87.9	88.4	89.4	90.4	90.6	91.5	0.9	6.9
Grade 6											
At Risk	69.1	71.8	70.8	72.3	72.1	74.7	74.9	75.6	76.5	0.9	7.4
Not At Risk	82.5	84.2	85.1	87.2	87.6	89.0	89.3	88.7	90.1	1.4	7.6
Grade 7											
At Risk	69.3	69.6	71.7	70.9	71.0	72.6	72.6	78.0	78.3	0.3	9.0
Not At Risk	83.0	83.5	85.0	86.1	86.2	86.6	86.7	90.2	90.8	0.6	7.8
Grade 8[a]											
At Risk	70.0	68.5	69.4	71.2	71.6	75.3	77.6	79.7	82.3	2.6	12.3
Not At Risk	83.8	83.5	84.6	86.0	87.1	88.3	90.1	91.0	92.4	1.4	8.6
Grade 10											
At Risk	69.0	70.4	72.2	74.6	76.2	78.4	78.5	79.9	82.5	2.6	13.5
Not At Risk	82.6	82.2	83.3	85.2	86.5	87.5	88.4	88.8	90.2	1.4	7.6

[a]Grade 8 does not include science and social studies scores.

Note. English-version TAAS only.

Table 2.18. Average Texas Learning Index (TLI), Mathematics, by At-Risk Status and Grade, 1994 Through 2002

	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 2001 to 2002	 1994 to 2002
Grade 3											
At Risk	61.4	65.4	68.1	71.5	71.1	72.9	72.8	75.3	77.3	2.0	15.9
Not At Risk	72.6	75.1	78.0	79.4	79.2	79.8	80.7	81.7	83.2	1.5	10.6
Grade 4											
At Risk	62.2	66.1	68.4	70.3	71.9	74.7	74.3	77.4	79.3	1.9	17.1
Not At Risk	74.7	79.0	80.3	81.6	82.1	83.0	84.0	84.1	84.9	0.8	10.2
Grade 5											
At Risk	62.9	66.3	68.7	72.4	73.9	76.8	78.4	79.6	81.8	2.2	18.9
Not At Risk	76.6	79.4	81.0	83.3	84.4	85.9	86.7	86.7	87.3	0.6	10.7
Grade 6											
At Risk	61.6	63.8	68.1	69.5	71.7	74.5	75.6	78.1	78.7	0.6	17.1
Not At Risk	74.3	77.5	80.5	81.9	83.0	84.6	85.1	85.6	86.2	0.6	11.9
Grade 7											
At Risk	61.2	61.7	65.6	67.6	68.8	72.3	74.8	76.6	77.7	1.1	16.5
Not At Risk	75.4	77.1	79.9	81.0	82.5	84.3	84.8	85.1	86.5	1.4	11.1
Grade 8[a]											
At Risk	61.7	59.8	63.3	65.8	68.9	73.0	75.7	77.6	78.1	0.5	16.4
Not At Risk	76.2	75.7	78.7	81.0	81.7	83.7	84.7	85.3	85.8	0.5	9.6
Grade 10											
At Risk	61.2	63.3	64.8	67.0	69.1	72.5	75.2	76.5	78.1	1.6	16.9
Not At Risk	74.8	76.2	76.6	79.0	80.4	82.2	83.6	84.2	85.0	0.8	10.2

[a]Grade 8 does not include science and social studies scores.

Note. English-version TAAS only.

Table 2.19. Grade 8 Percent Passing Science and Social Studies TAAS, by Student Group, 1995 Through 2002										
									Change	
Student Group	1995	1996	1997	1998	1999	2000	2001	2002	2001 to 2002	1995 to 2002
Science										
African American	54	57	66	65	74	78	84	86	2	32
Hispanic	61	61	72	70	79	81	86	89	3	28
White	88	87	92	91	95	95	97	97	0	9
Economically Disadvantaged	59	60	70	69	78	80	85	88	3	29
Not Economically Disadvantaged	83	84	89	89	93	93	96	96	0	13
LEP	33	31	47	42	50	52	62	66	4	33
Non-LEP	77	77	84	83	89	90	93	94	1	17
At Risk	56	54	63	59	71	73	82	82	0	26
Not At Risk	89	88	92	92	95	95	96	97	1	8
All Students	75	74	81	80	87	88	91	93	2	18
Social Studies										
African American	45	49	47	49	53	57	64	76	12	31
Hispanic	47	52	48	50	55	57	64	76	12	29
White	77	80	78	80	83	85	88	91	3	14
Economically Disadvantaged	45	50	46	49	54	56	63	74	11	29
Not Economically Disadvantaged	73	77	75	77	80	82	86	89	3	16
LEP	19	23	20	22	24	26	31	47	16	28
Non-LEP	65	69	66	68	72	74	79	85	6	20
At Risk	38	42	35	36	42	46	54	63	9	25
Not At Risk	82	83	81	81	84	84	87	91	4	9
All Students	63	66	63	66	69	71	76	83	7	20

planning. Student performance data generated from a benchmark administration are reviewed by the State Board of Education as it sets the passing standard.

Science

Results of the spring 2002 administration show that, compared to the previous year, the overall passing rate increased by 2 percentage points, with 93 percent of all students tested meeting minimum expectations. This pattern of gain from 2001 to 2002 was repeated for all groups of students, with the exception of at-risk, not economically disadvantaged, and White students, whose scores remained unchanged. Comparisons between 1995 and 2002 show notable increases; for example, limited English proficient students posted a 33 percentage point gain, the highest of any student population.

Social Studies

In the spring 2002 administration, 83 percent of all students tested met minimum expectations; this passing rate was up 7 percentage points from 2001 levels. Compared to the previous year's passing rates, all groups posted significant gains; the ethnic groups, the special population groups, and the economic groups gained from 3 to 16 percentage points. Over the period from 1995 to 2002, all group scores improved, ranging from a 9 percentage point gain for students not at risk to a 31 percentage point gain for African American students.

Spanish TAAS

Percent Meeting Minimum Expectations

Spring TAAS Administrations 1997-2002
Grades 3-6

Grade 6 Spanish TAAS reading scores registered a dramatic rise of 15 percentage points in 2002 compared to the previous year's results.

In spring 1996, the Spanish TAAS reading and mathematics tests at Grades 3 and 4 were benchmarked. The following year, the Spanish TAAS reading and mathematics tests at Grades 5 and 6 and the Spanish TAAS writing test at Grade 4 were benchmarked. Passing rates are set after the benchmark administrations.

It is important to remember that LEP students who take the Spanish TAAS are not being exempted from the statewide assessment. The students for whom Spanish TAAS is determined to be the appropriate assessment are being tested in the same manner as students taking

Table 2.20. Percent Meeting Minimum Expectations on Spanish TAAS, All Students, Grades 3-6, 1997 Through 2002

Grade	1997	1998	1999	2000	2001	2002	Change 2001 to 2002	Change 1997 to 2002[a]
Reading								
3	43	64	74	75	76	77	1	34
4	36	38	46	58	66	73	7	37
5	*	49	33	52	71	79	8	30
6	*	27	29	27	48	63	15	36
Mathematics								
3	51	65	74	75	83	87	4	36
4	46	57	72	76	89	92	3	46
5	*	55	64	75	87	91	4	36
6	*	36	50	50	67	71	4	35
Writing								
4	*	62	67	73	75	85	10	23

[a] 1998 to 2002 for Grades 5 and 6. 1998 to 2002 for writing.

Note. * indicates benchmark year.

TAAS in English, because both groups must demonstrate performance on the same academic skills in reading, mathematics, and writing.

Results of the spring 2002 administration showed gains at all grade levels tested in the Spanish TAAS (Table 2.20). In **reading**, passing rates at Grade 6 rose 15 percentage points to 63 percent meeting minimum expectations. The percent passing in Grade 5 improved by 8 percentage points to 79 percent. At Grade 4, this year's passing rate rose by 7 percentage points to 73 percent meeting minimum expectations, and at Grade 3, this year's passing rate rose by one percentage point to 77 percent meeting minimum expectations.

The percentage of Grade 6 students meeting minimum expectations in **mathematics** rose by 4 percentage points over the results from 2001 to 71 percent. The percentage of Grade 5 students meeting minimum expectations also improved by 4 percentage points to 91 percent. The Grade 4 passing rate of 92 percent represented a rise of 3 percentage points over the 2001 level. Grade 3, with 87 percent passing, registered a gain of 4 percentage points over last year's results.

In **writing**, scores for students in Grade 4 rose by 10 percentage points to 85 percent meeting minimum expectations, which represented a gain of 23 percentage points as compared to the 1998 results, the first year that Spanish TAAS writing was administered.

Intensive Instruction

After the May 2002 test administration for seniors, 2,607 students were able to satisfy the TAAS diploma requirement before spring graduation ceremonies.

Chapter 39, Subchapter B, Section 39.024 of the Texas Education Code specifies that districts must offer an intensive program of instruction for students who did not perform satisfactorily on assessment instruments mandated by the code.

During the 2001-02 school year, as indicated in Table 2.21, districts were required to offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to 10 percent to 25

Table 2.21. Number and Percent of Students Requiring Intensive Instruction, All Students, English and Spanish TAAS, 2002

	One Test Only		Two Tests Only		Three Tests		Total	
Grade	Number	(%)	Number	(%)	Number	(%)	Number	(%)
3	35,288	12	20,594	7			55,882	19
4	31,312	11	12,192	4	5,728	2	49,232	17
5	20,265	7	6,787	2			27,052	10
6	30,214	11	11,411	4			41,625	15
7	25,048	9	11,377	4			36,425	13
8[a]	42,898	15	17,258	6	9,121	3	69,277	25
10	23,297	9	8,868	4	5,021	2	37,186	15

[a] Does not include science and social studies tests.

percent of the students tested at each grade level in Grades 3 through 8. The data include students in Grades 3 through 6 who took the Spanish TAAS tests. At Grade 10, 15 percent of the students tested in spring 2002 did not meet minimum expectations on one or more tests (reading, writing, mathematics) of the exit-level TAAS and were required to be offered intensive instruction.

Retesting Opportunities

All students not meeting minimum expectations on their first attempts to pass the exit-level TAAS during the spring of their sophomore year have up to seven additional opportunities to retest before the end of their senior year. Administrations of the exit-level TAAS are provided during every academic semester, including the summer. For each administration, out-of-school examinees are also given the opportunity to retest. The late spring TAAS administration, provided a few weeks before the end of the school year, gives graduating students and out-of-school examinees an additional opportunity to retest immediately prior to commencement.

2003 Early Indicator Reports for TAKS

Spring 2002 Results

Beginning in spring of 2003, the Texas Assessment of Knowledge and Skills (TAKS) will be administered to students in Grades 3 through 11. Because these tests will be based on a more rigorous state-mandated curriculum (the Texas Essential Knowledge and Skills, or TEKS), this new assessment instrument is expected to be more rigorous than TAAS.

The spring 2002 TAAS tests were built using items based on the TEKS. Because the TEKS curriculum is more rigorous than the essential elements, its predecessor, every subject-area test has become more rigorous. Although the difficulty of the TAAS has increased over the past decade, the "hurdle" or passing standard, has been maintained at a consistent level, a TLI of 70 or a scale score of 1500, through the process of statistical equating. Equating ensures that all students taking the Grade 3 reading test in spring 2002, for example, are held to the same passing standard as the standard required to pass each of the Grade 3 reading tests since spring 1994. Another effect of equating is that fewer items are required to pass a more rigorous test than are required to pass a test of less difficulty. Since the TAAS tests administered in spring 2002 were more rigorous than the TAAS tests administered in previous years, students in spring 2002 must have correctly answered fewer items to pass than students tested in previous years.

The TAKS will include more of the TEKS curriculum than the current TAAS and, therefore, will be more rigorous than the current TEKS-based TAAS test. To help determine whether a student is mastering the knowledge and skills that form the basis for the TEKS curriculum, a new column appeared on every student's Confidential Student Report (CSR). This column showed what the student's test results would have been had the passing standard been equivalent to 70 percent of the total items tested, instead of the passing standard of a TLI of 70 or a scale score of 1500.

One of the reports that was sent to all districts in the 2001-02 school year was the *2003 Early Indicator Summary Report, Part II*. This report provided district- and campus-level comparisons of aggregate results at the current and higher student passing standards. This information was disseminated to districts and campuses so that instructional planning for TAKS could begin.

Table 2.22 shows a statewide comparison of the current passing standard for each grade level and the percent of students who would have met minimum expectations had the passing standards been set at 70 percent of the total items.

Table 2.22. Percent of Students Passing Using Current Standards and Higher Standards, by Grade, 2002

	Percent Meeting Minimum Expectations	
Grade	Current Standard	Higher Standard
English-version		
3	81	66
4	84	68
5	91	81
6	85	71
7	87	68
8	72	43
Spanish-version		
3	74	47
4	68	47
5	78	59
6	57	43

End-Of-Course Tests

Percent Meeting Minimum Expectations

Spring Test Administrations 1995-2002

In 2002, the passing rate for the Algebra I end-of-course test rose to 60 percent for the first time.

End-of-course (EOC) tests are administered at the end of the last semester of the appropriate course. These tests provide requisite statewide, regional, and district-level data on specified secondary-level courses in various content areas. In addition, school districts may use the end-of-course tests for local purposes. Beginning in the 1998-99 school year, students could meet the testing requirements for high school graduation by passing three end-of-course tests: Algebra I, English II, and either Biology or U.S. History. During the 2001-02 school year, 11,800 students in Grades 10 through 12 fulfilled their graduation requirements by passing at least three of the four end-of-course tests.

Table 2.23 presents the spring 1995 through 2002 Biology EOC test results and spring 1996 through 2002 Algebra I EOC test results. Table 2.24 displays the results of spring 1999 through 2002 administrations of both the English II and U.S. History EOC tests.

Algebra I

Spring 2002 results indicated that 60 percent of all students tested passed, which was a 9 percentage point gain compared to the results of spring 2001. African American students made the greatest one-year gain (12 percentage points). Over the period from 1996 to 2002, all groups showed notable improvement, with gains ranging from 21 percentage points (LEP students) to 36 percentage points (Hispanic students).

Biology

Results of the spring 2002 administration showed that 80 percent of all students tested performed successfully. Over the period from 1995 to 2002, all groups exhibited gains, with the greatest gains achieved by African American students (16 percentage points). Economically disadvantaged and Hispanic students followed closely, each group registering a gain of 14 percentage points.

English II

Results of the spring 2002 administration showed that 69 percent of all students tested performed successfully, which was a six-point loss as compared to the results from spring 2001. The group performance data showed that percentages passing ranged from 27 percent (LEP students) to 81 percent (students not at risk).

U.S. History

In 2002, 74 percent of all students taking the U.S. History test passed, which was a 1-point loss over the results from 2001. The group performance data showed that scores ranged from 31 percent passing (LEP

Table 2.23. Percent Passing Biology and Algebra I End-of-Course Tests, by Student Group, Spring 1995 Through 2002

									Change	
Student Group	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**	**2001 to 2002**	**1995[a] to 2002**
Algebra I										
African American	*	10	14	19	25	27	32	44	12	34
Hispanic	*	13	19	25	32	34	39	49	10	36
White	*	38	46	50	58	57	64	72	8	34
Economically Disadvantaged	*	13	19	24	31	32	37	47	10	34
Not Economically Disadvantaged	*	33	41	45	53	53	59	68	9	35
LEP	*	8	9	14	19	19	20	29	9	21
Non-LEP	*	28	35	40	47	47	53	62	9	34
At Risk	*	7	10	14	22	21	27	35	8	28
Not At Risk	*	39	47	49	59	59	64	74	10	35
All Students	*	27	33	38	45	45	51	60	9	33
Biology										
African American	53	56	57	62	61	70	68	69	1	16
Hispanic	55	59	60	64	64	69	68	69	1	14
White	85	87	89	90	89	91	92	91	-1	6
Economically Disadvantaged	54	57	58	63	63	68	67	68	1	14
Not Economically Disadvantaged	78	81	83	85	85	87	87	87	0	9
LEP	27	32	27	35	33	41	37	39	2	12
Non-LEP	74	77	78	81	80	84	83	83	0	9
At Risk	55	56	57	59	59	65	64	62	-2	7
Not At Risk	83	85	86	87	87	90	90	91	1	8
All Students	71	74	75	78	77	81	80	80	0	9

[a] For Algebra I, this comparison is 1996-2002.

Note. * indicates benchmark year.

Table 2.24. Percent Passing English II and U.S. History End-of-Course Tests, by Student Group, Spring 1999 Through 2002

Student Group	1998	1999	2000	2001	2002	Change 2001 to 2002	Change 1999 to 2002
English II							
African American	*	60	69	65	58	-7	-2
Hispanic	*	63	72	68	60	-8	-3
White	*	83	85	82	77	-5	-6
Economically Disadvantaged	*	61	69	65	58	-7	-3
Not Economically Disadvantaged	*	79	83	80	74	-6	-5
LEP	*	32	45	35	27	-8	-5
Non-LEP	*	76	80	77	71	-6	-5
At Risk	*	55	64	60	50	-10	-5
Not At Risk	*	84	87	85	81	-4	-3
All Students	*	74	78	75	69	-6	-5
U.S. History							
African American	*	56	59	61	62	1	6
Hispanic	*	56	58	64	63	-1	7
White	*	84	84	85	84	-1	0
Economically Disadvantaged	*	53	55	59	59	0	6
Not Economically Disadvantaged	*	79	80	82	81	-1	2
LEP	*	28	31	34	31	-3	3
Non-LEP	*	74	75	77	76	-1	2
At Risk	*	49	53	58	55	-3	6
Not At Risk	*	84	84	86	86	0	2
All Students	*	71	73	75	74	-1	3

Note. * indicates benchmark year.

students) to 86 percent passing (students not at risk). The African American student population was the only student group who showed an increase in performance as compared to the results from spring 2001.

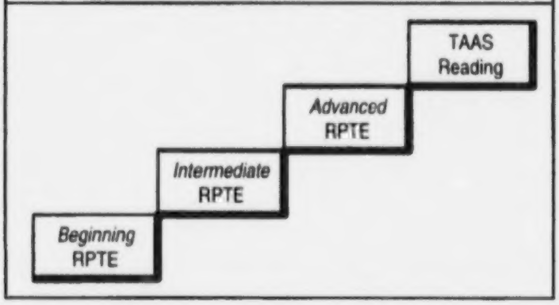
Reading Proficiency Tests in English (RPTE)

Spring 2002

The Reading Proficiency Tests in English (RPTE), first administered in the 1999-00 school year, measure the annual growth LEP students in Grades 3 through 12 demonstrate in learning to read in English. Along with TAAS in English and Spanish, these tests form a comprehensive assessment system for LEP students. The first administration for each student is called the baseline administration because no growth for the student can be determined until the student takes the test a second time. The spring 2002 results comprise data for students who previously took the RPTE as well as students who took the test for the first time.

An RPTE test has been developed for each of the following four grade groups: Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12. Student performance on each RPTE test is reported in terms of three reading proficiency levels—*beginning, intermediate, and advanced.* These proficiency levels precede the level of reading ability assessed on the TAAS reading tests, as shown in Figure 2.5.

Figure 2.5. Proficiency Levels on the RPTE and Their Relationship to TAAS Reading



Students who achieve a rating of *advanced* on the RPTE have demonstrated the highest level of English reading proficiency assessed on these tests and are not required to take the RPTE in subsequent years.

Table 2.25 on page 40 shows the number of students taking the RPTE and the percentage of students scoring at each proficiency level, separated by grade level, from the spring 2002 administration.

Table 2.25. Reading Proficiency Tests in English (RPTE) Proficiency Level, by Grade, 2002

Grade	Number of Students	Students at Proficiency Level (%) Beginning	Intermediate	Advanced
3	67,652	22	24	54
4	34,883	28	30	42
5	24,670	26	26	48
6	17,628	27	28	45
7	16,455	28	27	45
8	14,433	25	26	50
9	17,652	41	26	33
10	8,723	22	26	51
11	4,600	17	25	58
12	2,000	16	25	59

Of the 41,739 students who were rated *beginning* in spring of 2001 and took the RPTE in 2002, 23 percent were rated *advanced*, 38 percent were rated *intermediate*, and 39 percent were rated *beginning*. Of the 39,828 students who were rated *intermediate* in spring 2001, 70 percent were rated *advanced* in spring 2002, 27 percent were rated *intermediate*, and 4 percent were rated *beginning*.

State-Developed Alternative Assessment (SDAA)

Spring 2002

The SDAA, first administered in the 2000-01 school year, is a test for students enrolled in Grades 3 through 8 who are receiving special education support services as well as instruction in the state-mandated curriculum, the TEKS.

Each student's admission, review, and dismissal (ARD) committee makes all decisions regarding instruction and assessment. SDAA allows for the selection of the appropriate assessment by instructional level, so the assessment matches the instruction the student has received regardless of enrolled grade. This test is based on the TEKS curriculum and is designed to measure a student's academic growth from year to year as he or she is assessed at the appropriate level of instruction.

The first time a student takes the SDAA in reading and/or mathematics is called a baseline year. The baseline test provides data about each student in order to set expectations for growth in the future. Writing assessment decisions are discussed separately from reading and mathematics decisions because writing tests are administered to students enrolled in Grades 4 and 8 only, whereas reading and mathematics tests are administered every year to students enrolled in Grades 3 through 8. Performance results are reported as a percentage of students meeting ARD expectations.

As shown in Table 2.26, of the 102,443 students who tested in spring 2001 and spring 2002, 86 percent met their ARD expectations in **reading**. As shown in Table 2.27, of the 92,466 students took the SDAA in **mathematics** in spring 2001 and spring 2002, 80 percent met ARD expectations. As shown on Table 2.28, in spring 2002, 55,917 students were eligible to take the SDAA **writing** tests in Grades 4 and 8. Of these students, 70 percent met ARD expectations.

Tables 2.26 through 2.28 present the percentage of students, disaggregated by grade level, who tested in spring 2001 and 2002 and who met their ARD expectations for the SDAA tests in mathematics, reading, and writing.

Table 2.26. State-Developed Alternative Assessment (SDAA) Reading Achievement Level, by Instructional Level, 2002

Instructional Level	Number Tested	Percent of Students Meeting ARD[a] Expectations
3	406	85
4	17,812	89
5	21,456	89
6	22,063	86
7	21,066	84
8	19,640	84
Total	102,443	86

[a] Admission, review, and dismissal committee.

Table 2.27. SDAA Mathematics Achievement Level, by Instructional Level, 2002

Instructional Level	Number Tested	Percent of Students Meeting ARD[a] Expectations
3	363	87
4	15,209	91
5	18,775	87
6	19,775	78
7	19,596	73
8	18,748	72
Total	92,466	80

[a] Admission, review, and dismissal committee.

Table 2.28. SDAA Writing Achievement Level, by Instructional Level, 2002

Instructional Level	Number Tested	Percent of Students Meeting ARD[a] Expectations
4	28,983	77
8	26,934	62
Total	55,917	70

[a] Admission, review, and dismissal committee.

Table 2.29. Student Exemptions on the TAAS and SDAA, by Grade and Type of Exemption, Spring 2002

Grade		Total Tested	LEP Exempt	ARD Exempt	Absent	Other Not Tested	Total Not Tested	Total Students
Unknown[a]	Number	453	0	0	0	203	203	656
	(%)	69.1	0.0	0.0	0.0	30.9	30.9	100.0
3	Number	312,149	4,561	1,281	2,050	745	8,637	320,786
	(%)	97.3	1.4	0.4	0.6	0.2	2.7	100.0
4	Number	317,628	3,512	934	166	2,055	6,667	324,295
	(%)	97.9	1.1	0.3	0.1	0.6	2.1	100.0
5	Number	309,946	4,217	1,368	1,996	660	8,241	318,187
	(%)	97.4	1.3	0.4	0.6	0.2	2.6	100.0
6	Number	308,716	5,101	1,114	2,504	755	9,474	318,190
	(%)	97.0	1.6	0.4	0.8	0.2	3.0	100.0
7	Number	303,475	6,964	1,051	3,084	815	11,914	315,389
	(%)	96.2	2.2	0.3	1.0	0.3	3.8	100.0
8	Number	305,095	5,641	889	400	3,675	10,605	315,700
	(%)	96.6	1.8	0.3	0.1	1.2	3.4	100.0
10	Number	251,662	0	17,644	5,482	5,146	28,272	279,934
	(%)	89.9	0.0	6.3	2.0	1.8	10.1	100.0
3-8, 10	Number	2,109,124	29,996	24,281	15,682	14,054	84,013	2,193,137
	(%)	96.2	1.4	1.1	0.7	0.6	3.8	100.0

[a]This information includes SDAA students with no indicated grade level.

TAAS and SDAA Exemptions

Spring 2002

Table 2.29 presents the 2002 TAAS and SDAA testing exemptions, disaggregated by grade. This includes students who took the Spanish-version TAAS at Grades 3, 4, 5, and 6. For the 2001-02 school year, of the 2,193,137 students eligible to take the TAAS and SDAA tests, 84,013 (3.8%) students did not take either test. There were 15,682 (0.7%) students who were absent; 29,996 (1.4%) students who were exempted by their language proficiency assessment committee (LPAC); 24,281 (1.1%) students who were exempted by their admission, dismissal, and review (ARD) committee; and 14,054 (0.6%) students who were not tested for various other reasons, such as test administration irregularities or illness during testing.

A Study of the Correlation Between Course Performance in Biology and Biology End-of-Course (EOC) Test Performance

Overview

Texas Education Code Section 39.182(a)(4) mandates an evaluation of the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Student Assessment Division at the Texas Education Agency has conducted periodic studies to determine the relationship between students' classroom performance and their scores on statewide criterion-referenced assessments.

This section describes the most recent study, which compared the pass/fail rates for Texas students who took the Biology course in the 2000-01 school year with their pass/fail rates on the spring 2001 Biology end-of-course (EOC) test. Matched results were available for 224,334 students. Passing the Biology end-of-course test is defined as attaining a scale score of at least 1500 and passing the Biology course is defined as receiving a numeric grade of at least 70.

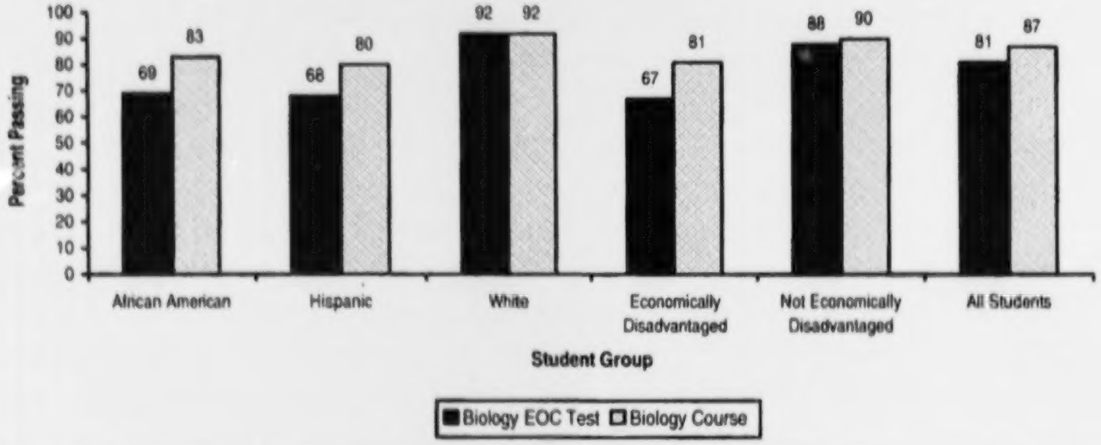
Results

All Students and by Ethnic Group

Overall, 81 percent of students in the study passed the Biology EOC test, while 87 percent received passing credit for the Biology course. The passing rates on the Biology EOC test and in the Biology course for all students and African American, Hispanic, and White students are shown in Figure 2.6 on page 42.

As can be seen in Table 2.30 on page 42, 74 percent of the students in the sample both passed the Biology EOC test and passed their Biology course, while only 6 percent failed both the Biology EOC test and their Biology course. A small percentage (7%) passed the Biology EOC test but failed their Biology course; a larger percentage (13%) passed their Biology course but failed the Biology EOC test.

Figure 2.6. Percent Passing Biology End-of-Course (EOC) Test and Biology Course, Spring 2001



For African American and Hispanic students, more students passed their Biology course but failed the Biology EOC test than passed the Biology EOC test but did not receive passing credit in their Biology course. For example, 21 percent of African American students passed their Biology course but failed the Biology EOC test, while only 7 percent passed the Biology EOC test but failed their Biology course. For White students, 6 percent of students passed their Biology course but failed the Biology EOC test and 6 percent passed the Biology EOC test but failed their Biology course.

Economically Disadvantaged

As shown in Figure 2.6, for both students who were and were not classified as economically disadvantaged, a higher percentage of students passed their Biology course than passed the Biology EOC test. Eighty-one percent of students classified as economically disadvantaged passed their Biology course whereas only 67 percent passed the Biology EOC test. Likewise, 90 percent of students classified as not economically disadvantaged passed their Biology course, while 88 percent passed the Biology EOC test.

In Table 2.30, comparisons were made between the pass/fail performance on the Biology EOC test and the pass/fail rates on the Biology course for students who were and were not classified as economically disadvantaged. For both economically disadvantaged and not economically disadvantaged students, a higher percentage of students passed their Biology course and failed the Biology EOC test than passed the Biology EOC test and failed their Biology course. As can be seen in Table 2.30, 22 percent of economically disadvantaged students passed their Biology course but failed the Biology EOC test, whereas only 8 percent passed the Biology EOC test but failed their Biology course. A similar pattern was seen in the performance of students who were not economically disadvantaged.

Table 2.30. Biology End-of-Course (EOC) Test and Biology Course Performance, by Student Group, Spring 2001

	Test Performance	Passed Course (%)	Failed Course (%)
All Students			
	Passed Test (%)	74	7
	Failed Test (%)	13	6
African American			
	Passed Test (%)	62	7
	Failed Test (%)	21	10
Hispanic			
	Passed Test (%)	59	9
	Failed Test (%)	21	11
White			
	Passed Test (%)	86	6
	Failed Test (%)	6	2
Economically Disadvantaged			
	Passed Test (%)	59	8
	Failed Test (%)	22	11
Not Economically Disadvantaged			
	Passed Test (%)	82	6
	Failed Test (%)	8	4

Agency Contact Person

For information about the current or future state assessment system or assessment results, contact Ann Smisko, Associate Commissioner of Curriculum, Assessment, and Technology, (512) 463-9087.

Other Sources of Information

The TAAS, RPTE, SDAA, and End-of-Course test results as well as information about all the agency testing activities and test development are available on the TEA website at www.tea.state.tx.us/ under the link, Curriculum/Assessment. Released TAAS tests are also available.

State/district/campus/charter school accountability ratings and the Academic Excellence Indicator System (AEIS) performance reports are also available on the TEA website under Performance Reporting (also see Chapter 1 of this report).

3. Alternative Education

In 1995, the 74th Texas Legislature enacted the Safe Schools Act that required school districts to establish Disciplinary Alternative Education Programs (DAEP) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code (TEC) Chapter 37). ***The academic mission of a disciplinary alternative education program (DAEP) shall be to enable students to perform at grade level (TEC §37.008(m)). Each school district shall provide a DAEP that focuses on English language arts, mathematics, science, history, and self-discipline. This mission conforms to the four Public Education Academic Goals: namely, that students in the public education system will demonstrate exemplary performance in the reading and writing of the English language, in the understanding of mathematics, in the understanding of science, and in the understanding of social studies. In addition, a DAEP must provide for the educational and behavioral needs of students who have been removed from their regular classrooms or campuses. It is state policy to treat all students with dignity and respect (Senate Bill 1196).*** The commissioner of education rules necessary to administer the provisions of Chapter 37 for DAEPs were adopted February 14, 2001.

DAEP placements may be mandatory or discretionary (Table 3.1). Chapter 37 specifies the offenses that result in mandatory placements to DAEPs. In addition, school

Table 3.1. Classification of Student Behaviors, 2001-02

Action	Student Behavior and Code[a]
Discretionary Placement	01 – Disruptive behavior (TEC §37.002(b))
	10 – Based on conduct occurring off campus and not in attendance for felony not in Title 5 Penal Code
	21 – Violation of student code of conduct not included under TEC 27.002(b), 37.006 or 37.007
	33 – Possessed, purchased, used, or accepted a cigarette or tobacco product
	34 – School-related gang violence
	(See codes 20, 22, and 23 under Behaviors with More than One Possible Disciplinary Action)
Mandatory Placement	02 – Conduct punishable as a felony (TEC §37.006(a)(2)(A)
	09 – Based on conduct occurring off campus and not in attendance for felony in Title 5 Penal Code
	28 – Assault under Penal Code §22.01(a) against a school district employee or other person
	(See codes 04, 05, 06, 07, 08, 26, 27, and 35 under Behaviors with More than One Possible Disciplinary Action)
Discretionary Expulsion	(See codes 04, 05, 06, 08, 20, 22, 23, 26, 27, and 35 under Behaviors with More than One Possible Disciplinary Action)
Mandatory Expulsion	11 – Used, exhibited, or possessed a firearm (TEC §37.007(a)(1)(A) and §37.007(3))
	12 – Used, exhibited, or possessed an illegal knife (TEC §37.007(a)(1)(B))
	13 – Used, exhibited, or possessed an illegal club (TEC §37.007(a)(1)(C))
	14 – Used, exhibited, or possessed a prohibited weapon under Penal Code Section 46.05
	16 – Arson (TEC §37.007(a)(2)(B))
	17 – Murder, capital murder, criminal attempt to commit murder, or capital murder
	18 – Indecency with a child (TEC §27.007(a)(2)(D))
	19 – Aggravated kidnapping (TEC §27.007(a)(2)(E))
	29, 30 – Aggravated assault Penal Code §22.01(a) against school district employee or other
	31, 32 – Sexual assault or aggravated sexual assault under Penal Code §22.001
Behaviors with More than One Possible Disciplinary Action Depending on Circumstance of Behavior	04 – Possessed, sold, or used marihuana or other controlled substance
	05 – Possessed, sold, used, or was under the influence of an alcoholic beverage
	06 – Abuse of glue or aerosol paint
	07 – Public lewdness or indecent exposure
	08 – Retaliation against school employee
	20 – Serious or persistent misconduct violating the student code of conduct while placed in alternative program
	22 – Criminal mischief (TEC 27.007(f)
	23 – Emergency Placement / Expulsion (TEC 37.019)
	26 – Terroristic Threat (TEC 37.006(a)(1) or 37.007(b))
	27 – Assault under Penal Code Section 22.01(a)(1) against a school district employee or volunteer
	35 – False alarm / false report (TEC 37.006(a)(1) and 37.007(b)

[a] Code in Public Education Information Management System (PEIMS) data records (2001-02).

administrators have the discretion to place students in DAEPs for violations of local student codes of conduct, even if these violations are not included in the mandatory removals stated in Chapter 37. These are known as discretionary offenses. Also included in Table 3.1 are the definitions of offenses for which students can receive mandatory or discretionary expulsion. A fifth category includes behaviors that can result in more than one category of possible disciplinary action by a district, DAEP placement or expulsion, depending upon circumstance.

There are alternative education programs (AEPs) implemented in many school districts that are not necessarily disciplinary alternative education programs. DAEPs differ from AEPs such as dropout recovery programs and other alternative high school settings. Students who enroll in AEPs are often at risk for dropping out of school, have previously dropped out, or have found that the traditional school settings are not appropriate for their learning needs. Students usually do not attend AEPs because of disciplinary assignments, although they may have had previous DAEP assignments.

Districts have implemented a variety of DAEP programs, with different instructional arrangements and different behavior management approaches. All DAEP programs are required to provide instruction in the four core academic areas: English language arts, mathematics, science, and social studies. Some programs provide direct, teacher-oriented classroom instruction; others combine direct instruction with self-paced, computer-assisted programs. Behavior management approaches include "boot camp"-type systems to "point systems" that reward positive behavior. DAEPs may be housed on regular home campuses or may be dedicated DAEPs housed in separate facilities. Several small, rural districts have entered into cooperative arrangements with other districts to provide DAEPs. Almost all DAEPs are highly structured. For example, many DAEPs use metal detectors, require students to wear uniforms, maintain small student to teacher ratios, and escort students from one area of the campus to another.

Sources of Information

School districts were required to report student-level information related to TEC Chapter 37 annually to the Texas Education Agency (TEA) beginning in the 1997-98 school year. The data are now reported to the TEA through the Public Education Information Management System (PEIMS) 425 Record. The information presented in this chapter was derived from analyzing several data sources from the 2000-01 PEIMS dataset, including the 425 Record, leaver reason, gender, ethnicity, and economic status. Where possible, student PEIMS records were matched with Texas Assessment of Academic Skills (TAAS) data.

Many districts pursue opportunities to train appropriate staff in the provisions of Chapter 37. Often, this training is coupled with PEIMS 425 Record reporting requirements. TEA staff continues to refine the data collection process and update the data reporting procedures to minimize data entry errors or miscoding. Through DAEP annual evaluation reports and ongoing development of the DAEP monitoring system, agency staff works to identify potential data errors quickly. This information can then be communicated to districts in a timely fashion.

Evaluation, Reporting, and Data Analyses

In 1999, the 76th Legislature amended TEC Chapter 37 (TEC §37.008(m)) to include a requirement that the commissioner of education adopt rules necessary to annually evaluate the performance of each district's DAEPs. Beginning in spring 2001, each district that reported disciplinary data received its first annual evaluation report. A second report was issued in spring 2002. The third report will be distributed in spring 2003. For comparison purposes, the annual evaluation report includes state-level data. The evaluation report includes measures that assess educational progress, student behavior, and the proportion of students assigned to DAEPs. When available and appropriate, data are reported by the following student groups: African American, Hispanic, White, economically disadvantaged, and all students.

Because of the large number of programs and the limited number of TEA staff available to do on-site monitoring visits, TEA is developing a risk-based desk monitoring system to examine district DAEP programs. This risk-based desk monitoring system will help identify district programs with high levels of data errors, unsatisfactory student performance, disproportionate assignment of student groups to DAEPs, and/or high levels of recidivism. A prototype system has been developed and is currently being pilot tested. The DAEP focus/advisory group is currently reviewing this system and developing recommendations for district selection for monitoring. On-site visits to selected district DAEP programs will be conducted in spring 2003 to assess the system and the district selection process. In addition to identifying low-performing programs, it is hoped that the risk-based desk monitoring system can help identify programs that are performing better than expected so these programs can serve as mentors for less successful programs.

Students Assigned to DAEPs

Table 3.2 presents the number of students removed to DAEPs (individual student count) and the total number of removals or placements to DAEPs (total assignments) in 1998-99 through 2000-01 in Grades 1-12. The data presented for the total number of assignments reflect duplicated counts—students who were assigned more than once in a school year. A student may have both a DAEP placement and an expulsion in the same year.

Table 3.2. Assignments to DAEPs and Expulsions, 1998-99 Through 2000-01

Action	1998-99	1999-00	2000-01
DAEP Placements			
Individual Student Count	70,728	85,849	89,532
Total Assignments	94,205	122,931	119,816
Expulsions			
Individual Student Count	18,066	9,010	7,897
Total Assignments	23,044	9,750	8,220

The number of individual students placed in a DAEP increased by 21.0 percent from 1998-99 to 2000-01, from 70,728 in 1998-99 to 89,532 in 2000-01 (Table 3.2). During this same period, the percent of students that were expelled declined by 56.3 percent, from 18,066 in 1998-99 to 7,897 in 2000-01. This decline was expected because DAEPs provide districts with alternatives to expulsion. In many cases, students who would have been expelled in the past are now placed in DAEPs. In 1998-99, there were 6.3 discretionary assignments for every one mandatory placement. By 2000-01, this ratio dropped to 5.5 discretionary assignments for every one mandatory assignment.

Approximately 2.2 percent of the over 4 million students in Texas public schools in 2000-01 had a DAEP assignment. However, the percentages of students by student group assigned to DAEPs were not equal to the percentages of students by student group in the population of students as a whole. Across Grades 1-12, African American students were overrepresented in DAEPs as compared to the student population as a whole (Tables 3.3a and 3.3b). This was especially true at the early grade levels. In Grades 1-5, Hispanic students were underrepresented in DAEPs as compared to the population statewide, but this pattern reversed in Grades 6-10. White students were underrepresented in DAEPs across grade levels, except at Grade 12 where there was a very slightly higher percent in DAEPs (49.7%) as compared to the state (49.4%). Students who were classified as economically disadvantaged were overrepresented in DAEPs across grade levels except at Grade 12 where the percent (28.1%) was the same in DAEPs and statewide. In addition, African American students were more likely to be overrepresented in discretionary placements and Hispanic students in mandatory placements.

Table 3.3a. Assignments to DAEPs, by Student Group, Grade 1 Through Grade 6, 2000-01

	Grade											
	1		2		3		4		5		6	
Student Group	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP
African American (%)	14.6	37.7	15.0	40.5	15.0	40.8	15.0	34.7	14.8	29.8	14.9	25.1
Hispanic (%)	44.3	26.8	43.2	28.9	42.1	28.6	41.1	30.9	39.8	34.3	39.1	45.6
White (%)	38.2	35.0	38.9	29.9	40.0	29.1	41.1	33.3	42.6	34.9	43.0	28.4
Economically Disadvantaged (%)	57.0	67.3	56.8	69.6	55.8	70.5	54.5	68.3	52.5	68.4	50.6	66.6
All Students	320,752	523	316,896	840	316,535	1,147	313,731	1,649	311,638	2,809	308,392	7,319

Table 3.3b. Assignments to DAEPs, by Student Group, Grade 7 Through Grade 12, 2000-01

	Grade											
	7		8		9		10		11		12	
Student Group	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP
African American (%)	14.7	21.7	14.6	19.5	15.5	20.4	14.5	20.1	13.7	18.3	13.7	18.2
Hispanic (%)	39.1	47.9	38.7	48.3	41.0	46.4	35.9	38.6	33.5	32.6	33.4	29.7
White (%)	43.3	29.3	43.8	31.0	40.9	32.0	46.5	39.8	49.3	47.1	49.4	49.7
Economically Disadvantaged (%)	48.1	63.0	45.3	57.2	42.5	48.9	35.7	39.7	31.6	33.1	28.1	28.1
All Students	310,696	12,327	304,419	15,438	360,704	22,959	287,355	11,186	248,570	6,943	219,943	4,773

Table 3.4. Assignments to DAEPs, by Gender and Special Education Services, 2000-01

Student Group	State[a]	DAEP
Female (%)	48.5	25.9
Male (%)	51.5	74.1
Receiving Special Education Services (%)	11.9	24.8
Not Receiving Special Education Services (%)	88.1	75.2

[a] State AEIS Report Snapshot for Grades 1-12 for 2000-01 school year.

Male students comprised 74.1 percent of the DAEP population, compared to 51.5 percent statewide (Table 3.4). Students receiving special education services were also overrepresented in the DAEP population. Almost 25 percent of students in DAEPs were receiving special education services, compared to nearly 12 percent of students statewide. The majority of students that had DAEP assignments were in the ninth grade; few elementary students received DAEP assignments. The percentage of students in DAEPs within a grade level steadily declined through high school. This may be related to the annual dropout rate for DAEP students in Grades 7-12, which was higher than the rate for all students in Grades 7-12 statewide.

Average Repeat Rates and Average Length of Stay

Students may be assigned to DAEPs more than once during the course of a school year. For discretionary assignments, the average number of assignments ranged from 1.43 for students receiving special education services to 1.37 for African American students (Table 3.5). For mandatory offenses, the average number of repeat DAEP assignments was lower, ranging from 1.06 for White students to 1.09 for Hispanic students. A related measure is the percent of students assigned only once to a DAEP in 2000-01. Only about 20 percent of students assigned to DAEPs in 2000-01, received a return assignment during the year. However, for those students, some students returned 10 or more times.

The number of days in DAEP placements per student in 2000-01 was calculated by combining days from multiple assignments. A student with one assignment for 10 days would have the same total average time as a student with two assignments of five days each. As opposed to the average repeat rates where there was little difference among those for the student groups (Table 3.5), there were more differences evident in the total number of days assigned to a DAEP. White students were assigned for an average of about 27 days during the school year, while African American and Hispanic students were assigned for an average of about 36 days.

Texas Assessment of Academic Skills (TAAS)

Performance of DAEP students on the TAAS is required to be reported in the DAEP annual evaluation reports. TAAS scores from 2001 were examined using two measures: the percent of students passing and the average Texas Learning Index (TLI). The percent passing data included students in Grades 3-8 and those who took the exit-level test in Grade 10. TAAS scores of students assigned to DAEPs at any time during the year were included in the DAEP averages, even if the students were not in DAEPs at the time of TAAS testing. The TLI data included students in Grades 4 through 8 in order to show growth.

In 2000-01, as shown in Table 3.6, in both reading and mathematics and across all student groups presented, the TAAS passing rates of students in DAEPs were lower than those of students statewide. In reading, the differences in student group scores ranged from 12.4 percentage points lower for White students to 19.4 percentage points lower for African American students. In mathematics, the differences were very similar. For students in DAEPs and statewide, in both reading and mathematics, females had higher TAAS passing rates than did males. The difference was greater for females assigned to DAEPs. For example, in reading, statewide females' passing rates were 3.0 percentage points higher, but they were 6.6 percentage points higher for female students in DAEPs.

Table 3.5. Frequency of Assignments and Total Length of Placement in DAEPs, 2000-01

	Average Number of Assignments			
Student Group	Discretionary	Mandatory	Students with Single Assignments (%)	Average Length of Placement (Days)
African American	1.37	1.07	79.5	35.8
Hispanic	1.42	1.09	79.4	35.5
White	1.42	1.06	80.4	27.2
Economically Disadvantaged	1.40	1.08	78.9	35.5
Special Education	1.43	1.08	78.2	31.3
All Students	1.41	1.07	79.8	32.6

Table 3.6. TAAS Performance, All Grade Levels Combined, by Student Group, 2000-01

Student Group	Percent Passing Reading State	Percent Passing Reading DAEPs	Percent Passing Mathematics State	Percent Passing Mathematics DAEPs
African American	82.5	63.1	81.9	62.9
Hispanic	83.5	66.2	86.9	69.4
White	95.1	82.7	95.1	81.7
Economically Disadvantaged	82.3	65.1	85.3	68.3
Female	90.4	76.1	90.7	75.0
Male	87.4	69.5	89.7	71.3
All Students	88.9	71.3	90.2	72.4

Note. Percent passing for students taking TAAS in Grades 3-8 and 10.

Table 3.7. TAAS Performance, Spring 2000 and 2001, Students Assigned to DAEPs in 2000-01, by Student Group

Student Group	Reading TLI[a] 2000	Reading TLI[a] 2001	Reading TLI[a] Gain	Mathematics TLI[a] 2000	Mathematics TLI[a] 2001	Mathematics TLI[a] Gain
African American	73.5	74.5	1.2	73.0	73.2	0.2
Hispanic	73.7	75.3	1.6	75.0	75.1	0.1
White	82.1	83.1	1.0	79.8	79.5	-0.3
Economically Disadvantaged	74.1	75.2	1.1	74.6	74.8	0.2
Female	76.4	78.2	1.8	75.4	75.6	0.2
Male	74.7	75.8	1.1	74.6	74.8	0.2
All Students	76.4	77.7	1.3	75.9	76.1	0.2

[a] Grades 4-8.

Students in Grades 4-8 assigned to DAEPs in 2000-01 had lower TLI values and less TLI gain than the state average (Table 3.7). The reading TLI for all DAEP students in 2001 was 77.7, or about percentage 10 points below the state average. The amount of change from 2000 to 2001 for the state was about 5 TLI points (non-matched students). For DAEP students (Grades 4 to 8 in 2001 – matched students), the change was about 1.3 points. While this was a positive change, the amount of gain was lower than the gain for the state. Only White DAEP students showed a small loss in TLI points for mathematics; all other groups had positive growth in reading and mathematics as measured by a change in TLI. Females demonstrated a slightly larger gain in TLI for reading, but the TLI gain values were the same for males and females in mathematics.

The participation rates of DAEP students in the 2001 reading TAAS tests were compared to those of students statewide as reported on the 2000-01 Academic Excellence Indicator System (AEIS) report (Table 3.8). The percent of DAEP students tested was 11.2 percent lower than the percent of students tested statewide. The percent of students in DAEPs not taking the 2001 reading TAAS test because of absence (7.7%) was considerably higher than the percentage reported for the state as a whole (0.6%). The percentage of students exempted for "other" reasons was also higher for students placed in DAEPs (3.6%) than for students statewide (0.7%). This exemption includes students who do not complete testing due to illness during testing or other test administration irregularities.

The percent of DAEP students who received special education exemptions from testing (2.9%) was more than twice the percentage of students statewide (1.1%). This was not surprising considering more DAEP students in 2000-01 were receiving special education services than were students statewide. In addition, a slightly higher percentage of DAEP students took the State-Developed Alternative Assessment (designed for students in special education programs for whom the TAAS is inappropriate) than did students statewide (6.7% vs. 6.4%).

Dropout Rates for DAEP Students

In 2000-01, out of the 73,626 students in Grades 7-12 assigned to DAEPs, 1,688 students dropped out. The annual dropout rate for all students in Grades 7 through 12 with DAEP assignments was 2.3 percent, higher than the overall state Grades 7-12 annual rate of 1.3 (Table 3.9 on page 50). In DAEPs and the state as a whole, White students had lower dropout rates than did either African American or Hispanic students. The

Table 3.8. TAAS Participation, 2000-01

	Percent Tested[c]	Absent	ARD Exempt[a]	LEP Exempt[b]	Other	SDAA Only
Reading and Mathematics TAAS (%)						
State	96.2	0.6	1.1	1.4	0.7	6.4
Reading TAAS, DAEPs (%)						
African American	84.6	7.7	3.8	0.0	3.8	7.4
Hispanic	83.3	8.4	2.5	1.7	4.1	6.8
White	87.3	6.8	3.0	0.0	2.8	6.1
Economically Disadvantaged	84.7	7.7	2.9	1.0	3.7	8.2
All Students	85.0	7.7	2.9	0.8	3.6	6.7

[a] Students in special education programs exempted from the TAAS by the Admission, Review, and Dismissal (ARD) committee. [b] Students who were exempted from the TAAS because of limited English proficiency (LEP). [c] Includes both taking TAAS and State-Developed Alternative Assessment (SDAA).

Table 3.9. Annual Dropout Rate (%), Grades 7-12, DAEPs, by Student Group, 2000-01

Student Group	State	DAEPs
African American	1.8	2.8
Hispanic	1.9	2.5
White	0.7	1.7
Economically Disadvantaged	1.3	2.0
Female	1.2	1.9
Male	1.4	2.4
All Students	1.3	2.3

reported Grades 7-12 annual dropout rates were 2.4 percent for male students and 1.9 percent for female students.

Agency Contacts

For additional information on disciplinary alternative education programs, contact B.J. Gibson, Assistant Commissioner, State and Federal Student Initiatives, (512) 463-8532 and Billy G. Jacobs, Senior Director, Safe Schools Division, (512) 463-9982.

Other Sources of Information

2002 DAEP Annual Evaluation Report.

4. Performance of Students At Risk of Dropping Out of School

The purpose of the State Compensatory Education (SCE) program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. In 2001, Senate Bill 702 changed the state criteria used to identify students at risk of dropping out of school by amending Section 29.081 of the Texas Education Code (TEC). The new criteria expand the definition of students at risk of dropping out of school thereby including more students for services. Districts began using the new criteria to identify at-risk students in the 2001-02 school year. As a result, 1,665,812 (40%) of the 4,165,101 public students in Texas were identified as at risk of dropping out of school.

Definition of At Risk

A student at risk of dropping out of school is a student who is under 21 years of age who:

1. is in Prekindergarten, Kindergarten or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Testing and Exemption Information

Every student enrolled in a Texas public school in Grades 3, 4, 5, 6, 7, 8, or 10 must be given the opportunity to take the Texas Assessment of Academic Skills (TAAS) or the State-Developed Alternative Assessment (SDAA). The SDAA was developed for students served in special education programs who are being taught the Texas Essential Knowledge and Skills (TEKS), but for whom the TAAS is not an appropriate assessment. State law requires districts to use student performance data from the state legislatively-mandated assessment instrument known as the TAAS and any other achievement tests administered under Chapter 39, Subchapter B, of the Texas Education Code, including end-of-course tests, to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school. Because the testing requirements established by Senate Bill 103, 2001, the 77th Texas Legislative session will be implemented beginning in 2003, school year 2001-02 was the final year that TAAS tests were administered to students in Grades 3–8. It was also the final school year for administration of the end-of-course examinations in Algebra I, Biology, U.S. History, and English II.

In spring 2002, the TAAS program included assessments of reading and mathematics at Grades 3–8 and 10 (exit level), writing at Grades 4, 8, and 10 (exit level), and science and social studies at Grade 8. Spanish-version TAAS tests were administered in reading and mathematics at Grades 3–6 and in writing at Grade 4.

This chapter presents an overview of spring 2002 TAAS results for students at risk of dropping out of school. The data on test exemptions includes any student identified as exempt from the English or Spanish version TAAS or the SDAA. The SDAA was implemented in 2001. Students receiving special education services were exempt only if their Admission, Review, and Dismissal (ARD) committees determined that the students should be administered the Locally-Developed Alternative Assessment (LDAA) rather than the English- or Spanish-version TAAS or SDAA.

Senate Bill 676, 2001, the 77th Texas Legislative session, narrowed provisions for exemptions in the 2000-01 school year by shortening the exemption period for immigrant, limited English proficient (LEP) students who meet specific criteria related to Reading Proficiency Tests in English (RPTE) performance and education outside the U.S. As a result, certain immigrant LEP students are now eligible for exemption only during their first year or second year in the U.S. The TAAS data in this chapter are presented by grade and by subject area tested. In spring 2002, TAAS results in the Academic Excellence Indicator System (AEIS) include the performance of students using the updated state criteria in SB 702 for identifying students at risk of dropping out of school. Since the criteria for identifying students at risk of dropping out of school were new for school year 2001-02, the overview summarizes statewide TAAS results only for the 2001-02 academic year and compares results to other student populations. Also included are the statewide data from the administration of the end-of-course tests and the SDAA. Detailed analyses of TAAS results and dropout rates can be found in Chapters 2 and 5, respectively.

The last section in this chapter presents the assessment exemptions for 2002 for at-risk students. "ARD exemptions" are counts of students in special education exempted from the TAAS by their ARD committees. "LEP exemptions" are counts of students exempted because of their limited English proficiency. This information is presented in Table 4.7 on page 55.

TAAS Performance for Students at Risk, 2002

Beginning with the implementation of SB 702, a student is considered at risk of dropping out of school from the time he or she fails to perform satisfactorily on the TAAS exam until he or she performs at a level equal to at least 110 percent of the level of satisfactory performance on the same instrument or a comparable subject area. Thus, if a student fails a TAAS test, the student must pass the test previously failed with a Texas Learning Index (TLI) of 77 (for reading or mathematics) or a scale score of 1650 (for writing, science, and social studies) to be considered no longer at risk of dropping out of school. The percent of at-risk students passing the tested subjects is compared to students not identified as at risk and to various segments of the student population in this section.

As stated earlier, one of the goals of the SCE program is to increase the academic performance of students identified as being at risk of dropping out of school. The SCE program must be evaluated. Each district is to document an assessment of its effectiveness in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, between students at risk of dropping out of school and all other district students. Because school year 2001-02 was a transition year in which the definition for at risk changed, data on improvements over the previous year are not available. Nevertheless, the data provide an indication of progress made in reducing disparities in performance between the two groups for planning purposes. Beginning with 2002-03, districts will be able to show program effectiveness as reductions in disparities of performance between at-risk and other students on assessment instruments administered under Subchapter B, Chapter 39.

Table 4.1 presents the reading TAAS passing rates for at-risk students by grade, by gender, and by student group. The passing rates, by grade and student group, for students not at risk are included for purposes of comparison. Across all student groups, the strongest performance of students at risk was on the exit-level test with White students having the highest percent passing at 94 percent. The passing rates of all groups of students at risk increased from 3 to 5 percentage points between Grade 8 reading and Grade 10 reading. For students not at risk, Grade 8 reading performance was as good as or a point higher than Grade 10 reading performance. Across grades, female students slightly outperformed male students. At the lower grade levels, Hispanic students tended to have higher passing rates than did African American students, but this trend reversed at the secondary grade levels where African American students had higher passing rates than Hispanic students. Across grade levels and student

Table 4.1. Percent Passing Reading TAAS, by At-Risk Status, 2002

	Grade						
Student Group	**3**	**4**	**5**	**6**	**7**	**8**	**10[a]**
At Risk							
African American	70	74	76	63	75	83	87
Hispanic	77	81	80	65	73	82	85
White	82	86	86	77	85	89	94
Economically Disadvantaged	75	79	79	64	73	81	85
Female	78	82	82	69	79	86	89
Male	76	81	80	67	75	83	87
All Students at Risk	77	81	81	68	77	84	88
Not at Risk							
African American	84	91	92	89	93	96	95
Hispanic	89	94	95	92	95	96	95
White	96	98	98	97	98	99	99
Economically Disadvantaged	87	93	94	91	94	96	95
Female	93	96	97	95	97	98	98
Male	91	95	96	93	96	97	97
All Students not at Risk	92	96	96	94	97	98	97

[a] Grade 10 is the exit-level examination.

groups, students not at risk outperformed students at risk.

On the mathematics TAAS, across at-risk student groups, the highest passing rates were in Grade 5 (Table 4.2). Male and female students had the same passing rates in Grade 4, 5, and 6; male students had higher passing rates in Grades 3, 8, and 10; and female students had higher passing rates in Grade 7. Hispanic students outperformed African American students. Economically disadvantaged student passing rates were most similar to Hispanic student rates. As was the case with reading, students at risk gained ground between Grade 8 and Grade 10: passing rates on mathematics increased up to 4 percentage points. Also like reading, the performance of students not at risk was constant or declined between Grade 8 and Grade 10.

Table 4.2. Percent Passing Mathematics TAAS, by At-Risk Status, 2002

	Grade						
Student Group	**3**	**4**	**5**	**6**	**7**	**8**	**10[a]**
At Risk							
African American	67	79	85	76	73	73	77
Hispanic	79	87	91	82	79	81	81
White	82	89	92	87	86	86	90
Economically Disadvantaged	76	85	89	81	78	79	81
Female	77	86	90	82	80	80	83
Male	79	86	90	82	79	82	84
All Students at Risk	78	86	90	82	80	81	84
Not at Risk							
African American	80	92	95	94	92	92	90
Hispanic	88	96	98	96	96	96	94
White	95	98	99	98	98	98	98
Economically Disadvantaged	85	94	97	95	94	95	93
Female	90	97	98	98	97	97	96
Male	91	96	98	97	96	96	96
All Students not at Risk	91	96	98	97	97	97	96

[a] Grade 10 is the exit-level examination.

Table 4.3. Percent Passing Writing TAAS, by At-Risk Status, 2002

	Grade		
Student Group	**4**	**8**	**10[a]**
At Risk			
African American	71	63	83
Hispanic	78	63	77
White	80	75	89
Economically Disadvantaged	76	63	77
Female	82	73	86
Male	73	61	78
All Students at Risk	77	67	82
Not at Risk			
African American	89	86	94
Hispanic	92	88	92
White	96	95	98
Economically Disadvantaged	90	87	92
Female	95	94	97
Male	92	88	94
All Students not at Risk	94	92	95

[a] Grade 10 is the exit-level examination.

As presented in Table 4.3, across grade levels, female at-risk students had higher passing rates on the writing TAAS than did male at-risk students. African American students had higher passing rates than Hispanic students on the exit-level writing test. Across student groups, student passing rates were lowest on the Grade 8 writing TAAS. Students not at risk had higher passing rates across grade levels than did students at risk.

Science and social studies TAAS results for students in Grade 8 are presented in Table 4.4 on page 54. Male at-risk students had higher passing rates than female students on both tests. Science scores were considerably higher across all groups than were social studies scores. As was the case with the other TAAS tests, White at-risk students had higher passing rates than did Hispanic and African American at-risk students. Students not at risk had higher passing rates than did students at risk.

Table 4.4. Percent Passing Grade 8 Social Studies and Science TAAS, by At-Risk Status, 2002

Student Group	Subject	
	Science	Social Studies
At Risk		
African American	74	58
Hispanic	79	59
White	90	72
Economically Disadvantaged	79	59
Female	80	61
Male	83	65
All Students at Risk	82	63
Not at Risk		
African American	92	85
Hispanic	95	86
White	99	95
Economically Disadvantaged	94	85
Female	97	90
Male	97	91
All Students not at Risk	97	91

End-of-Course Performance for Students at Risk, 2002

Although school year 2001-02 was the final year for the end-of course examinations, districts could continue to identify the students who failed the exam as being at risk of dropping out of school until the students subsequently performed at least 110 percent of the level of satisfactory performance on this instrument or another appropriate instrument, such as the mathematics TAAS exit exam offered in Grade 10 if the student did not perform satisfactorily on the Algebra I end-of-course test in Grade 9. The percent of at-risk students passing the tested subjects was compared to students not identified as at risk (Table 4.5). While students not at risk considerably outperformed students at risk in all four end-of-course tests, the pattern of the scores was the same for both groups. The scores in order from highest to lowest were: Biology, U.S. History, English II, and Algebra I.

Table 4.5. Percent Passing End-of-Course Tests, by At-Risk Status, 2002

Student Group	Subject			
	Biology	Algebra I	English II	U.S. History
At Risk	62	35	50	55
Not at Risk	91	74	81	86

SDAA Performance for Students at Risk, 2002

Use of the SDAA was new under Chapter 39, Subchapter B, of the Texas Education Code in spring 2001. There is no passing standard the first year a student is tested. Beginning with his or her second year of testing, a student receiving special education services who does not perform at the level of progress established by the ARD committee is considered at risk of dropping out of school. The ARD committee will determine when the student has met the SDAA assessment goal required to be considered no longer at risk of dropping out of school. The percent of at-risk students passing the tested subjects was compared to students not identified as at risk (Table 4.6). As can be noted in the table, there were very slight differences in the two groups, with the students not at risk slightly higher at four grade levels.

Table 4.6. Percent Meeting ARD Expectations, by At-Risk Status, both[KAD1] 2001 and 2002

Student Group	Grade					
	3	4	5	6	7	8
At Risk	85	88	89	85	83	84
Not at Risk	87	90	89	86	85	84

TAAS and SDAA Exemptions: Spring 2002 All Students at Risk

For the 2001–02 school year, out of the 722,524 at-risk students eligible to take the TAAS and SDAA tests, 50,375 (7.0%) students did not take either test. There were 6,929 (1.0%) students who were absent; 22,676 (3.1%) LEP students who were exempted by their language proficiency assessment committees (LPACs); 12,581 (1.7%) students who were exempted by their ARD committees; and 8,189 (1.1%) students who were not tested for various other reasons, such as test administration irregularities or illness during testing. Table 4.7 presents the 2002 TAAS and SDAA testing exemptions, disaggregated by grade. This includes students who took the Spanish-version TAAS at Grades 3, 4, 5, and 6.

Table 4.7. Exemptions on the TAAS and SDAA, Students at Risk, by Grade, 2002

		Total Tested		LEP Exempt		ARD Exempt		Absent		Other Students Not Tested		Total Not Tested	
Grade	Total Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
U[a]	95	66	69.5	0	0.0	0	0.0	0	0.0	29	35.5	29	30.5
3	122,576	117,583	95.9	3,368	2.7	478	0.4	756	0.6	391	0.3	4,993	4.1
4	101,885	97,743	95.9	2,657	2.6	288	0.3	57	0.1	1,140	1.1	4,142	4.1
5	99,129	94,410	95.2	3,222	3.3	494	0.5	643	0.6	360	0.4	4,719	4.8
6	90,066	84,535	93.9	4,013	4.5	346	0.4	817	0.9	355	0.4	5,531	6.1
7	103,613	96,137	92.8	5,429	5.2	371	0.4	1,273	1.2	403	0.4	7,476	7.2
8	101,880	95,368	93.6	3,987	3.9	347	0.3	224	0.2	1,954	1.9	6,512	6.4
10	103,280	86,307	83.6	0	0.0	10,257	9.9	3,159	3.1	3,557	3.4	16,973	16.4

[a] Unknown. Includes students submitting SDAA documents with no grade level indicated.

Note. Table includes students taking the Spanish version TAAS at Grades 3, 4, 5, and 6.

Agency Contact

For more information about at-risk students, contact Ed Flathouse, Associate Commissioner, Department of Finance and Support Systems, (512) 463-5899 or the Division of School Financial Audits, (512) 463-9095.

Other Sources of Information

For additional information on at-risk students, visit the State Compensatory Education web site at www.tea.state.tx.us/stcomped.

5. Student Dropouts

In 2000-01, the number of dropouts in Grades 7-12 from Texas public schools decreased to 17,563 from 23,457 in 1999-00 (Figure 5.1). This was the second year dropout standards for accountability ratings became more stringent, and the decline in the number of dropouts was the largest since 1994-95. Out of 1,818,940 students who attended Grades 7-12 during the 2000-01 school year, 1.0 percent were reported to have dropped out (Table 5.1). In the previous year, the statewide annual dropout rate was 1.3 percent. For the class of 2001, the 4-year longitudinal dropout rate was 6.2 percent (Table 5.2 on page 58). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (Texas Education Code [TEC] §39.182).

Figure 5.1. Profile of Texas Dropouts

The following are selected characteristics of the 17,563 students who dropped out in Grades 7-12 during the 2000-01 school year.

37.2 percent were economically disadvantaged.
43.4 percent were identified as being at risk of dropping out.
72.7 percent were Hispanic or African American.

Until 1996-97, a nine-year decline in the annual number of dropouts was observed (Table 5.3 on page 60). The dropout count increased slightly for the first time in 1997-98, when the Texas Education Agency (TEA) introduced a major change in data submission requirements for districts. Before the 1997-98 school year, districts were only required to report students in Grades 7-12 who graduated or dropped out. The statuses of students who left school for any other reason were not reported. Since fall 1998, districts have had to report the statuses of all students who were enrolled in Grades 7-12 during the prior year. Using the "leaver" record, districts report up to three of 43 leaver reason codes (*2001-2002 PEIMS Data Standards*, TEA, 2001) to describe the circumstances of a student's departure. With more comprehensive information about student departures, the number of dropouts increased from 26,901 in 1996-97 to 27,550 in 1997-98 and increased again in 1998-99 to 27,592. In 2000-01, the number of dropouts significantly decreased to 17,563, down from 23,457 in 1999-00. District dropout recovery programs to bring students who have dropped out back into the classroom, have contributed to the long-term reduction in dropouts. The accountability system also provides an impetus for preventing dropouts by including the annual dropout rate as a criterion for campus and district ratings. The declines also reflect enhancements to school district student tracking systems.

Table 5.1. Annual Dropout Rates by Ethnicity, Gender, Grade Level, Grades 7-12, 2000-01

Group	Number of Students	Number of Dropouts	Annual Dropout Rate (%)
African American	259,665	3,288	1.3
Asian/Pacific Islander	51,125	255	0.5
Hispanic	679,412	9,489	1.4
Native American	5,174	49	0.9
White	823,564	4,482	0.5
Economically Disadvantaged	673,821	6,534	1.0
Female	883,036	7,829	0.9
Male	935,904	9,734	1.0
Grade 7	321,799	535	0.2
Grade 8	316,889	1,025	0.3
Grade 9	383,656	4,957	1.3
Grade 10	302,088	3,668	1.2
Grade 11	253,569	3,525	1.4
Grade 12	240,939	3,853	1.6
State	1,818,940	17,563	1.0

For 2000-01, a student reported to have left school for any of the following reasons was considered a dropout for accountability purposes:

- a student who left to enroll in an alternative program and was not in compliance with compulsory attendance;
- a student who left to enroll in an alternative program and was not working toward a GED certificate or a high school diploma;
- a student who left to enroll in college but was not pursuing a degree;
- a student whose enrollment was revoked due to absences;
- a student who was expelled for criminal behavior and could return to school but had not;
- a student who was expelled for reasons other than criminal behavior;
- a student who left because of low or failing grades, poor attendance, language problems, exit-level Texas Assessment of Academic Skills (TAAS) failure, or age;

Table 5.2. Common Methods of Measuring Student Progress Through School

	Annual dropout rate	Completion/ student status rate	Longitudinal dropout rate	Attrition rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of 7th or 9th graders who graduate, receive a General Educational Development (GED) certificate, or are still enrolled at the time the class graduates.	The percentage of students from a class of 7th or 9th graders who drop out before completing high school.	The percentage of students from a class of 9th graders not enrolled in Grade 12 four years later.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who drop out by the end of Grade 12, or the number who complete school, by the total number of students in the original 7th- or 9th-grade class. Students who transfer in over the years are added to the class; students who transfer out are subtracted.		Subtract Grade 12 enrollment from Grade 9 enrollment four years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the four years.
Advantages	◆ Measure of annual performance. ◆ Requires only one year of data. ◆ Can be calculated for any school or district with students in any of the grades covered. ◆ Can be disaggregated by grade level.	◆ More consistent with the public's understanding of a dropout rate. ◆ Districts have more time to encourage dropouts to return to school before being held accountable. ◆ More stable measure over time. ◆ The completion/student status rate is a more positive indicator than the dropout rate, measuring school success rather than failure.		Provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	◆ Produces the lowest rate of any method. ◆ May not correspond to the public's understanding of a dropout rate.	◆ Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. ◆ Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. ◆ Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal dropout and completion rates are often calculated for Grades 9-12. ◆ Does not produce a dropout rate by grade.		◆ Produces the highest rate of any method. ◆ Does not distinguish attrition that results from dropping out from that resulting from grade-level retentions, transfers to other schools, early graduation, etc. ◆ Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. ◆ Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88. This is the rate used in the accountability system.	The method used to calculate the 1998-99 completion/student status rate was revised so the longitudinal dropout rate and completion/student status rate add to 100%.	TEA began calculating an actual Grade 7-12 longitudinal dropout rate with the 1997-98 school year.	The attrition rate reported by TEA is not adjusted for growth.
TEA 1999-00	Annual dropout rate: Grades 7-12 1.3% Grades 9-12 1.8%	Completion/ student status rate: Grades 7-12 92.3% Grades 9-12 92.8%	Longitudinal dropout rate: Grades 7-12 7.7% Grades 9-12 7.2%	Unadjusted attrition rate: Grades 7-12 25.0% Grades 9-12 36.6%
TEA 2000-01	Annual dropout rate: Grades 7-12 1.0% Grades 9-12 1.4%	Completion/ student status rate: Grades 7-12 93.2% Grades 9-12 93.8%	Longitudinal dropout rate: Grades 7-12 6.8% Grades 9-12 6.2%	Unadjusted attrition rate: Grades 7-12 24.6% Grades 9-12 36.7%

- a student who left to pursue a job or join the military;
- a student who left because of pregnancy or marriage;
- a student who left because of homelessness or non-permanent residency;
- a student who left because of alcohol or other drug abuse problems;
- a student who did not return to school after completing a term in a Juvenile Justice Alternative Education Program; or
- a student who left for another or an unknown reason.

Leavers who were reported to have left for the following reasons were excluded from the dropout count prepared for accountability purposes:

- a student who died;
- a student showing regular attendance at a state-approved alternative education program;
- a student enrolled as a migrant who had a subsequent school enrollment record (i.e., a new Generation System education record was available);
- a student known to have transferred to another public school, adult or alternative education program, or home schooling;
- a student who was expelled for criminal behavior occurring on school property or at a school-related function and was incarcerated;
- a student who met all graduation requirements but did not pass the exit-level Texas Assessment of Academic Skills;
- a student who enrolled in college early to pursue a degree program;
- a student who transferred or was assigned to another public institution or state-approved educational program; or
- a foreign student who returned to his or her home country.

Additionally, records for some students reported to have dropped out of school were excluded from the count of dropouts for accountability purposes. A reported dropout's record was not counted for accountability if the student:

- was found to have been enrolled in another Texas public school;
- was found to have received a GED;
- was found to have graduated;
- was found to have been ineligible for state Foundation School Program funding;
- was found to have been reported as a dropout from more than one district, and the data could not confirm which district the student last attended; or
- was found to have been counted as a dropout in a previous school year.

For the purpose of the annual dropout rate, a student will be counted in the accountability system as a dropout only once in his or her lifetime, even if the student drops out more than once. Because students who drop out and return to school are more likely to drop out again, including repeat dropouts in the count could discourage districts from actively trying to recover these students. For the longitudinal dropout rate, the student's final status — whether as a first-time or repeat dropout — will determine if he or she is counted as a dropout.

In 2000-01, there were 5,600 students reported as dropouts whose records were excluded from the annual dropout rate computations. This was a decline from 7,566 in 1999-00.

Dropout Rates Among Student Groups

The dropout rates of some student groups remained significantly higher than the overall dropout rate (Table 5.3 on page 60). In 2000-01, annual dropout rates for African American (1.3%) and Hispanic (1.4%) students were well over twice as high as that for White students (0.5%). Dropout rates for African American and Hispanic students declined from 1.8 percent and 1.9 percent in 1999-00, respectively, and the gap between the dropout rate for White students and the dropout rates for African American and Hispanic students decreased by 0.3 percentage points. Nevertheless, these two groups still had the highest rates of the five ethnic groups reported.

African American and Hispanic student percentages of total annual dropouts had been higher than their percentages of the total student population since the 1990-91 school year (Table 5.3 on page 60). Hispanic students have made up the greatest percentage of dropouts since 1990-91, and since 1992-93, Hispanic students have constituted approximately 50 percent of all annual dropouts. Compared to 1999-00, Hispanics represented a larger share (by 0.5 percentage points) and African Americans represented a smaller share (by 1.2 percentage points) of all dropouts in 2000-01. The annual dropout rate for males, 1.0 percent, was slightly higher than that of females, 0.9 percent (Table 5.1 on page 57).

Table 5.3. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 2000-01

	Students		Dropouts		Annual
Group	Number	Percent	Number	Percent	Dropout Rate (%)
1987-88					
African American	194,373	14.3	16,364	17.9	8.4
Hispanic	396,411	29.1	34,911	38.2	8.1
White	744,254	54.6	38,305	42.0	5.1
Other	28,160	2.1	1,727	1.9	6.1
Economically Disadvantaged	n/a[a]	n/a	n/a	n/a	n/a
State	1,363,198	100	91,307	100	6.7
1988-89					
African American	193,299	14.2	14,525	17.6	7.5
Hispanic	412,904	30.4	33,456	40.6	8.1
White	724,622	53.3	32,921	40.0	4.5
Other	29,290	2.2	1,423	1.7	4.9
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a
State	1,360,115	100	82,325	100	6.1
1989-90					
African American	192,802	14.2	13,012	18.6	6.7
Hispanic	427,032	31.4	30,857	44.1	7.2
White	711,264	52.2	24,854	35.5	3.5
Other	30,396	2.2	1,317	1.9	4.3
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a
State	1,361,494	100	70,040	100	5.1
1990-91					
African American	192,504	14.0	9,318	17.3	4.8
Hispanic	444,246	32.4	24,728	45.8	5.6
White	703,813	51.3	18,922	35.1	2.7
Other	32,075	2.3	997	1.8	3.1
Economically Disadvantaged	399,025	29.1	14,755	27.3	3.7
State	1,372,738	100	53,965	100	3.9
1991-92					
African American	196,915	14.0	9,370	17.5	4.8
Hispanic	462,587	32.9	25,320	47.4	5.5
White	712,858	50.7	17,745	33.2	2.5
Other	34,478	2.5	985	1.8	2.9
Economically Disadvantaged	442,139	31.4	15,614	29.2	3.5
State	1,406,838	100	53,420	100	3.8
1992-93					
African American	216,741	14.1	7,840	18.1	3.6
Hispanic	516,212	33.7	21,512	49.6	4.2
White	760,143	49.6	13,236	30.5	1.7
Other	40,101	2.6	814	1.9	2.0
Economically Disadvantaged	463,452	30.2	13,515	31.1	2.9
State	1,533,197	100	43,402	100	2.8
1993-94					
African American	221,013	14.0	7,090	17.6	3.2
Hispanic	537,594	34.1	20,851	51.9	3.9
White	775,361	49.2	11,558	28.7	1.5
Other	42,047	2.7	712	1.8	1.7
Economically Disadvantaged	502,494	31.9	13,537	33.7	2.7
State	1,576,015	100	40,211	100	2.6

continues

[a] Not available.

Note. Parts may not add to 100 percent because of rounding.

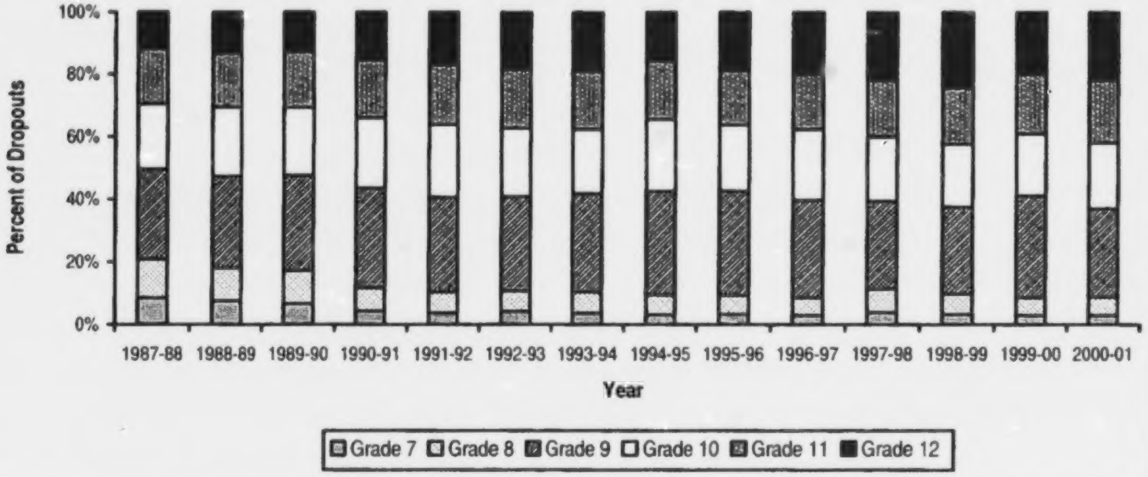
Table 5.3. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 2000-01 (continued)

Group	Students Number	Students Percent	Dropouts Number	Dropouts Percent	Annual Dropout Rate (%)
1994-95					
African American	227,684	14.1	5,130	17.1	2.3
Hispanic	556,684	34.4	14,928	49.9	2.7
White	789,481	48.8	9,367	31.3	1.2
Other	43,673	2.7	493	1.6	1.1
Economically Disadvantaged	535,480	33.1	10,176	34.0	1.9
State	1,617,522	100	29,913	100	1.8
1995-96					
African American	234,175	14.1	5,397	18.5	2.3
Hispanic	580,041	34.9	14,649	50.2	2.5
White	802,509	48.3	8,639	29.6	1.1
Other	45,853	2.8	522	1.8	1.1
Economically Disadvantaged	555,318	33.4	9,608	32.9	1.7
State	1,662,578	100	29,207	100	1.8
1996-97					
African American	240,142	14.1	4,737	17.6	2.0
Asian/Pacific Islander	43,314	2.5	330	1.2	0.8
Hispanic	603,067	35.4	13,859	51.5	2.3
Native American	4,274	0.3	81	0.3	1.9
White	815,175	47.8	7,894	29.3	1.0
Economically Disadvantaged	595,036	34.9	9,393	34.9	1.6
State	1,705,972	100	26,901	100	1.6
1997-98					
African American	244,987	14.1	5,152	18.7	2.1
Asian/Pacific Islander	45,169	2.6	420	1.5	0.9
Hispanic	619,855	35.6	14,127	51.3	2.3
Native American	4,468	0.3	117	0.4	2.6
White	828,660	47.5	7,734	28.1	0.9
Economically Disadvantaged	626,080	35.9	9,911	36.0	1.6
State	1,743,139	100	27,550	100	1.6
1998-99					
African American	248,748	14.0	5,682	20.6	2.3
Asian/Pacific Islander	47,762	2.7	424	1.5	0.9
Hispanic	638,041	36.0	14,413	52.2	2.3
Native American	5,292	0.3	67	0.2	1.3
White	833,274	47.0	7,006	25.4	0.8
Economically Disadvantaged	616,720	34.8	9,391	34.0	1.5
State	1,773,117	100	27,592	100	1.6
1999-00					
African American	253,986	14.2	4,675	19.9	1.8
Asian/Pacific Islander	49,086	2.7	325	1.4	0.7
Hispanic	658,869	36.7	12,540	53.5	1.9
Native American	4,923	0.3	65	0.3	1.3
White	827,657	46.1	5,852	24.9	0.7
Economically Disadvantaged	646,760	36.0	8,303	35.4	1.3
State	1,794,521	100	23,457	100	1.3
2000-01					
African American	259,665	14.3	3,288	18.7	1.3
Asian/Pacific Islander	51,125	2.8	255	1.5	0.5
Hispanic	679,412	37.4	9,489	54.0	1.4
Native American	5,174	0.3	49	0.3	0.9
White	823,564	45.3	4,482	25.5	0.5
Economically Disadvantaged	673,821	37.0	6,534	37.2	1.0
State	1,818,940	100	17,563	100	1.0

[a] Not available.

Note. Parts may not add to 100 percent because of rounding.

Figure 5.2. Percent of Total Dropouts by Grade Level, 1987-88 Through 2000-01



Dropout Rates by Grade Level

There was a decrease in the number of dropouts in all grades. The dropout rates generally were much higher in Grades 9 through 12 than in Grades 7 and 8. The lowest annual dropout rate was found in Grade 7 (0.2%), while the dropout rate for 10th grade in 2000-01 (1.2%) was the lowest rate for high school grades. The gaps between dropout rates for White students and those for Hispanic and African American students were greatest at Grade 9 and above (Table 5.1 on page 57). The highest dropout rates for all ethnic groups were found in the 12th grade, with Hispanic students having the highest Grade 12 dropout rate at 2.2 percent, followed by African American students at 2.1 percent.

Although 9th grade has consistently had the highest number of total dropouts (28.2% in 2000-01), the percentage of dropouts in 9th grade declined from the previous year (Figure 5.2). In 2000-01, students in Grades 10, 11, and 12 each represented nearly 20 percent of all dropouts. The percentage of dropouts in Grade 8 increased by 0.2 percentage points from the previous year to 5.8 percent.

Characteristics of Dropouts

Students identified as at risk of school failure or of dropping out (TEC §29.081) made up 36.2 percent of all students in Grades 7-12 (Table 5.4). Nevertheless, they represented only 43.4 percent of dropouts in 2000-01. The dropout rate for students at risk (1.2%) was above the state average (1.0%).

In 2000-01, 79.5 percent of dropouts were overage for grade compared to 27.1 percent of all Grade 7-12 students. The age of dropouts ranged from 10 to 21 years old with 80 percent of the dropouts leaving at age 16 or older.

In 2000-01, 13.5 percent of students enrolled in Grades 7-12 received special education services, but 16.8 percent of dropouts received special education services.

Students receiving bilingual or English as a second language (ESL) services were over-represented among the 2000-01 dropouts. Five percent of students enrolled in Grades 7-12 received bilingual/ESL services, but 7.6 percent of dropouts received such services.

Reasons for Dropping Out

Districts provided up to 3 out of 18 possible exit reasons for a student who dropped out or indicated that the reason the student left was unknown or not

Table 5.4. Annual Dropout Rates by Student Group, Grades 7-12, 2000-01

Group	Number of Students	Number of Dropouts	Annual Dropout Rate (%)
At Risk	658,785	7,618	1.2
Bilingual/English as a Second Language	91,217	1,340	1.5
Overage/Not on Grade	492,268	13,966	2.8
Special Education	245,152	2,942	1.2
Title I	529,337	3,864	0.7

provided. School districts recorded specific reasons for leaving school for about 55 percent of the 2000-01 dropouts. For 20.0 percent of dropouts, poor attendance was reported as the reason for dropping out, almost 9 percent left to pursue a job, and 7.7 percent left to attend an alternative education program (Table 5.5).

Districts were more likely to report job-related reasons for males than females with over twice as many males as females reported as leaving school to pursue a job. Females were more likely than males to leave for family-related concerns. Hispanic students were more likely than other ethnic groups to leave to pursue a job while Asian/Pacific Islanders were more likely to leave because of age.

Longitudinal Completion/Student Status Rates

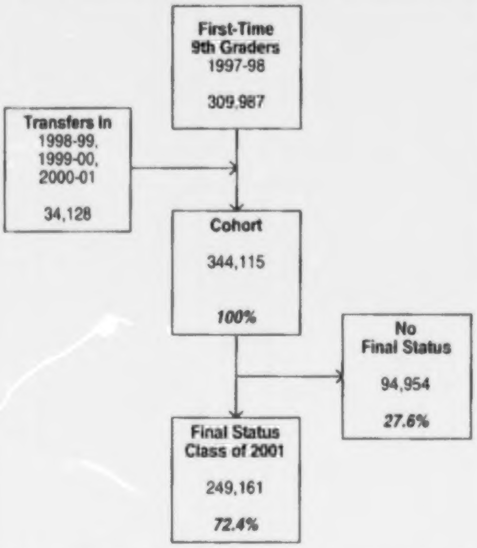
A completion rate is the percentage of students from a class of seventh- or ninth-grade students who complete their high school education by their anticipated graduation date. A longitudinal dropout rate is the percentage of students from the same class who drop out before completing a high school education. Students who transfer in over the years are added to the original class as it progresses through the grade levels; students who transfer out are subtracted from the class (Figure 5.3 on page 64). TEA calculates a longitudinal completion/student status rate that combines the completion and longitudinal dropout rate so that they

Table 5.5. Exit Reasons Reported for Official Dropouts, by Student Group, Texas Public Schools, 2000-01

			Gender (%)		Group (%)					
Reason	Number	Percent	Female	Male	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Econ. Disadv.
Because of poor attendance	3,514	20.0	20.4	19.7	21.4	12.6	17.9	20.4	23.9	16.5
To pursue a job	1,484	8.5	5.4	10.9	5.5	5.1	11.0	4.1	5.4	8.0
Enrollment revoked due to absences	870	5.0	4.4	5.4	5.6	4.7	4.3	2.0	5.9	3.7
Because of age	849	4.8	4.1	5.5	6.3	8.2	4.9	4.1	3.4	5.2
To enter an alternative education program that has no degree program	731	4.2	3.7	4.6	4.0	3.1	3.4	2.0	6.0	3.3
To enter an alternative education program (but not in compliance with compulsory attendance)	622	3.5	3.3	3.7	2.3	2.8	2.9	4.1	5.8	2.9
To get married	394	2.2	4.1	0.8	0.1	0.8	3.5	2.0	1.2	3.2
Because of pregnancy	330	1.9	4.2	<0.1	1.7	0.8	2.3	0.0	1.2	2.3
Because of low grades	250	1.4	1.2	1.6	1.2	2.0	1.4	4.1	1.5	1.9
Because of failing the exit Texas Assessment of Academic Skills	153	0.9	1.2	0.6	1.4	1.6	0.9	0.0	0.3	1.5
Expelled for reasons other than criminal behavior	143	0.8	0.5	1.1	1.0	0.8	0.7	0.0	1.0	0.8
Because of homelessness	107	0.6	0.9	0.4	0.5	0.0	0.5	6.1	1.0	0.7
To join the military	42	0.2	0.1	0.4	0.1	0.4	0.2	0.0	0.5	0.1
Expelled and had not returned	23	0.1	0.1	0.2	0.2	0.4	0.1	0.0	0.1	0.2
Did not return after a Juvenile Justice Alternative Education Program assignment	21	0.1	0.1	0.1	0.3	0.0	0.1	0.0	<0.1	0.1
To enter college, but not a degree program	19	0.1	0.2	0.1	0.1	0.0	0.1	0.0	0.2	0.1
Because of drug abuse	19	0.1	0.1	0.1	0.2	0.4	0.1	0.0	0.2	0.1
Because of language problems	10	0.1	<0.1	0.1	0.1	0.0	0.1	0.0	<0.1	0.1
No reason provided	7,982	45.5	46.3	44.7	48.2	56.5	45.7	51.0	42.3	49.5
State	17,563	100	7,829	9,734	3,288	255	9,489	49	4,482	6,534

Note. Parts may not add to 100 percent because of rounding.

Figure 5.3. Cohort for the Class of 2001 Longitudinal Completion/Student Status Rate



add to 100 percent. The longitudinal completion/student status rates include three components: graduates, GED recipients, and students who are continuing their high school education. The longitudinal dropout rate makes up a fourth component. The longitudinal rate is based on the same definition of dropouts used in the TEA annual dropout rate. Students who made up the class of 2001 were those with a final status of graduated, received a GED, continued in high school, or dropped out. Students assigned no final status were those who transferred out of the cohort or those who could not be followed from year-to-year due to student identification problems.

The longitudinal rates for the class of 2001 tracked students who began Grade 9 for the first time in 1997-98. About 81.1 percent of students in the class of 2001 graduated, 4.8 percent received a GED certificate, 7.9 percent were continuing in school after their class graduated, and 6.2 percent dropped out.

The completion/student status rates demonstrated that secondary school experiences varied considerably by student group. For example, in the class of 2001, White students as a group had a graduation rate of 86.8 percent, whereas African American students and Hispanic students had graduation rates of 77.7 percent and 73.5 percent, respectively. Hispanic students and economically disadvantaged students had the highest longitudinal dropout rates at 9.6 percent and 9.9 percent, respectively. Hispanics were most likely among the student groups to be continuing school in the fall after anticipated graduation (12.6%). Native Americans had the largest percent of students (7.5%) receiving GED certificates. Females had a higher graduation rate (84.7%) than males (77.5%) and lower rates of GED certification, continuation, and dropping out.

When comparing the classes of 2000 and 2001, except for Native American students, the graduation rates for all student groups improved and the dropout rates decreased. Asian/Pacific Islanders and White student groups had the highest graduation rates. The longitudinal dropout rate for African American students decreased 1.5 percentage points, from 9.9 percent to 8.4 percent. Economically disadvantaged students had the largest percentage point decrease in longitudinal dropout rate, down 1.7 percentage points from 11.6 percent the year before (Table 5.6).

Students Completing High School in More Than Four Years

The group of students who began ninth grade for the first time in 1994-95 was followed through their expected graduation year in 1998. At that time, 78.7 percent of the class of 1998 had graduated, 4.3 percent had received a GED, 8.2 percent were still in high school, and 8.9 percent had dropped out (Table 5.7).

Many students took longer than four years to finish their high school education. In 2001, three years after expected graduation and seven years after the students began Grade 9 in 1994-95, most had graduated (83.8%) or received a GED (6.0%). Because some of those who were continuing high school in 1998 had transferred out and not graduated, received a GED or dropped out by 2001, the total number with a final status decreased from 228,049 in 1998 to 227,072 in 2001 (Table 5.7).

Table 5.7. Longitudinal Completion/Student Status Rates for Class of 1998

Status Date	Number in Cohort	Graduated		Received GED[a]		Continued		Dropped Out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Statuses as of Fall 1998	228,049	179,379	78.7	9,699	4.3	18,745	8.2	20,226	8.9
Statuses as of Fall 2001	227,072	190,359	83.8	13,513	6.0	340	0.1	22,860	10.1

[a] General Educational Development

Table 5.6. Longitudinal Completion/Student Status Rates, Grades 9-12, Classes 1996 Through 2001

Group	Number in Cohort	Graduated		Received GED		Continued		Dropped Out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 1996									
African American	27,200	18,849	69.3	1,443	5.3	2,738	10.1	4,170	15.3
Asian/Pacific Islander	5,836	5,014	85.9	139	2.4	294	5.0	389	6.7
Hispanic	68,532	43,926	64.1	4,165	6.1	8,242	12.0	12,199	17.8
Native American	506	360	71.1	41	8.1	36	7.1	69	13.6
White	108,807	90,275	83.0	7,093	6.5	4,020	3.7	7,419	6.8
Economically Disadvantaged	55,302	35,463	64.1	3,351	6.1	5,978	10.8	10,510	19.0
Female	103,835	81,641	78.6	5,394	5.2	5,878	5.7	10,922	10.5
Male	108,688	76,785	70.6	7,665	7.1	9,452	8.7	14,786	13.6
State	212,523	158,426	74.5	13,059	6.1	15,330	7.2	25,708	12.1
Class of 1997									
African American	28,913	20,787	71.9	1,471	5.1	2,873	9.9	3,782	13.1
Asian/Pacific Islander	6,009	5,262	87.6	142	2.4	330	5.5	275	4.6
Hispanic	70,793	47,623	67.3	3,987	5.6	8,373	11.8	10,810	15.3
Native American	500	374	74.8	35	7.0	42	8.4	49	9.8
White	112,078	94,258	84.1	7,128	6.4	4,030	3.6	6,662	5.9
Economically Disadvantaged	58,481	39,801	68.1	3,459	5.9	6,219	10.6	9,002	15.4
Female	108,034	86,884	80.4	5,270	4.9	6,152	5.7	9,728	9.0
Male	110,259	81,420	73.8	7,493	6.8	9,496	8.6	11,850	10.7
State	218,293	168,304	77.1	12,763	5.8	15,648	7.2	21,578	9.9
Class of 1998									
African American	30,464	22,597	74.2	989	3.2	3,356	11.0	3,522	11.6
Asian/Pacific Islander	6,526	5,598	85.8	121	1.9	539	8.3	268	4.1
Hispanic	74,507	52,014	69.8	2,926	3.9	9,557	12.8	10,010	13.4
Native American	755	432	57.2	30	4.0	222	29.4	71	9.4
White	115,797	98,738	85.3	5,633	4.9	5,071	4.4	6,355	5.5
Economically Disadvantaged	63,372	44,723	70.6	2,491	3.9	7,441	11.7	8,717	13.8
Female	113,056	92,933	82.2	3,871	3.4	7,156	6.3	9,096	8.0
Male	114,993	86,446	75.2	5,828	5.1	11,589	10.1	11,130	9.7
State	228,049	179,379	78.7	9,699	4.3	18,745	8.2	20,226	8.9
Class of 1999									
African American	31,436	23,475	74.7	988	3.1	3,331	10.6	3,642	11.6
Asian/Pacific Islander	6,992	6,110	87.4	153	2.2	437	6.3	292	4.2
Hispanic	79,538	56,126	70.6	2,789	3.5	10,187	12.8	10,436	13.1
Native American	724	589	81.4	38	5.2	49	6.8	48	6.6
White	119,590	103,141	86.2	5,556	4.6	5,080	4.2	5,813	4.9
Economically Disadvantaged	67,639	48,204	71.3	2,562	3.8	7,991	11.8	8,882	13.1
Female	118,170	98,058	83.0	3,670	3.1	7,170	6.1	9,272	7.8
Male	120,110	91,383	76.1	5,854	4.9	11,914	9.9	10,959	9.1
State	238,280	189,441	79.5	9,524	4.0	19,084	8.0	20,231	8.5
Class of 2000									
African American	32,338	24,863	76.9	1,132	3.5	3,133	9.7	3,210	9.9
Asian/Pacific Islander	7,207	6,398	88.8	165	2.3	393	5.5	251	3.5
Hispanic	83,360	60,683	72.8	3,507	4.2	9,846	11.8	9,324	11.2
Native American	605	477	78.8	38	6.3	42	6.9	48	7.9
White	121,267	105,158	86.7	6,806	5.6	4,407	3.6	4,896	4.0
Economically Disadvantaged	71,486	51,896	72.6	3,345	4.7	7,988	11.2	8,257	11.6
Female	121,614	102,455	84.2	4,268	3.5	6,938	5.7	7,953	6.5
Male	123,163	95,124	77.2	7,380	6.0	10,883	8.8	9,776	7.9
State	244,777	197,579	80.7	11,648	4.8	17,821	7.3	17,729	7.2
Class of 2001									
African American	33,586	26,094	77.7	1,096	3.3	3,561	10.6	2,835	8.4
Asian/Pacific Islander	7,665	6,901	90.0	150	2.0	379	4.9	235	3.1
Hispanic	85,391	62,732	73.5	3,657	4.3	10,797	12.6	8,205	9.6
Native American	681	520	76.4	51	7.5	53	7.8	57	8.4
White	121,838	105,805	86.8	7,024	5.8	4,790	3.9	4,219	3.5
Economically Disadvantaged	74,246	54,352	73.2	3,450	4.6	9,125	12.3	7,319	9.9
Female	123,452	104,608	84.7	4,394	3.6	7,416	6.0	7,034	5.7
Male	125,709	97,444	77.5	7,584	6.0	12,164	9.7	8,517	6.8
State	249,161	202,052	81.1	11,978	4.8	19,580	7.9	15,551	6.2

Table 5.8 Projected Dropout Rates Based on Enrollment Trends

Annual Dropout Rate (%)	Grade	2001-02	2002-03	2003-04	2004-05	2005-06
	9	1.3	1.3	1.3	1.3	1.4
	10	1.2	1.2	1.2	1.2	1.2
	11	1.4	1.4	1.4	1.4	1.4
	12	1.6	1.6	1.6	1.6	1.6
Longitudinal Dropout Rate (%)	9-12	6.3	6.3	6.3	6.4	6.4

Table 5.9. Projected Dropout Rates Based on Dropout Trends

Annual Dropout Rate (%)	Grade	2001-02	2002-03	2003-04	2004-05	2005-06
	9	1.1	1.0	0.8	0.7	0.6
	10	1.0	0.9	0.8	0.7	0.6
	11	1.2	1.1	1.0	0.9	0.8
	12	1.5	1.4	1.3	1.2	1.1
Longitudinal Dropout Rate (%)	9-12	5.4	4.8	4.2	3.7	3.2

Projected Dropout Rates

As required by TEC §39.182, the five-year projected Grades 9-12 dropout rates are based on the assumption that no change in policy will be made. The rates in Table 5.8 are based on changes in enrollment for student groups. According to this method, the highest annual dropout rates were projected to be at Grades 11 and 12. The longitudinal dropout rate was projected to increase by a small increment over the next several years.

A second method for calculating projected Grades 9-12 rates used the actual 2000-01 dropout rates to predict the trends over time in the rates in the future. According to this method, both annual and longitudinal dropout rates would decline over the next several years (Table 5.9). This method also projected the highest annual rates to be at Grades 11 and 12.

The Six Statewide Goals of Dropout Prevention: 2002-2014

Texas Education Code §39.182 requires a description of a systematic, measurable plan for reducing dropout rates. The six statewide goals of dropout prevention for 2002 through 2014 are listed below.

- By 2013-14, all students will graduate from high school.
- By 2002-03, the Texas Education Agency will develop a comprehensive dropout prevention action plan which will be updated on an ongoing basis according to identified needs.
- By 2002-03, the Texas Education Agency will implement a Dropout Prevention Center which will:
    - identify effective researched-based dropout prevention practices and programs;
    - coordinate statewide efforts to provide research-based prevention and reentry dropout program resources and technical assistance;
    - identify and implement with regional education service centers (ESCs) and other dropout prevention partners state, regional, and local professional development activities and;
    - plan and implement ongoing state and regional forums on issues related to dropout prevention.
- By 2005-06, all students, including "high poverty schools" will be taught by "a highly qualified teacher".
- By 2006-07, the annual statewide dropout rate and the longitudinal dropout rate for Grades 7-12 will be reduced to below 1.0 percent and 5.0 percent, respectively.
- By 2013-14, all students will reach high standards, attaining proficiency or better in reading and mathematics.

Agency Contact Persons

For information on student dropout data contact, Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701, and Karen

Dvorak, Senior Director, Research and Evaluation Division, (512) 475-3523.

For information on *The Six Statewide Goals of Dropout Prevention: 2002-2014* contact, Paul Cruz, Deputy Commissioner for Dropout Prevention and Initiatives, (512) 463-2960.

Other Sources of Information

Secondary School Completion and Dropouts in Texas Public Schools, 2000-01, August 2002, Division of Research and Evaluation, Department of Accountability Reporting and Research. This report is also available online at www.tea.state.tx.us/research.

6. Grade-Level Retention

An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. Student mastery of academic skills at each grade level plays a role in meeting these goals. Beginning in 2002-03, students in Grade 3 will be required to perform satisfactorily on the Grade 3 reading assessment to be promoted to Grade 4 (Texas Education Code (TEC) §28.0211). Students in Grades 5 and 8 will have to pass the reading and mathematics assessment instruments beginning in 2004-05 and 2007-08, respectively. The Texas Legislature has provided support for educational programs in anticipation of the promotion requirements. Diagnostic reading instruments have been identified, research on reading and mathematics instruction has been compiled and distributed, reading academies have been established, and significant levels of funding have been provided for accelerated reading instruction for students having difficulties in Grades K-2. Similar programs have been developed for mathematics and for students in the higher grades leading up to the Grades 5 and 8 promotion requirements that will take effect later.

Students who do not pass these assessments on the first attempt must be provided accelerated instruction. Accelerated instruction is the provision of opportunities for students experiencing difficulties to engage in more intensive, more targeted, and more supportive reading and mathematics instruction. It is designed to ensure that students acquire the skills needed to continue with their classmates. Students have two additional opportunities to take and pass the tests for their grade levels before the next school year begins. After failing the test or tests for the second time, the student is referred to a district-established grade placement committee to determine the accelerated instruction the district will provide before the student is administered the test for the third time. A district may use an alternative assessment instrument in the third testing opportunity. Each grade placement committee consists of the principal or a designee, the parent or guardian of the student, and the teacher of the student in the subject of the test the student failed. The number of students per teacher may not exceed ten in any accelerated instruction group described here. Students who fail to perform satisfactorily on the test after three attempts are to be retained. Parents may appeal the decision to retain their child by submitting requests to grade placement committees. Grade placement committees may decide to promote students only if it is likely that they will perform at grade level if promoted and given accelerated instruction. Grade-level retention should be the avenue of last resort, and districts must provide accelerated instruction for all students who are retained. The progress of retained students must be monitored throughout the year. In this chapter, information about grade-level retention is presented by grade, gender, and ethnicity, as well as a number of other student characteristics.

Definitions and Calculations

Student attendance in the 2000-01 school year was compared to October 2001 enrollment for the 2001-02 school year. Students who enrolled both years or who graduated were included in the total student count. Students found to have been enrolled in the same grade in both years were counted as retained. Students who dropped out or migrated out of the Texas public school system after the first school year, 2000-01, were excluded from the total student count, as were students new to the system in the second school year, 2001-02. The retention rate was calculated by dividing the number of students retained by the total student count.

Through 1997-98, the retention calculations included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected for calculation of the secondary school completion/student status rates. This collection expanded enrollment to include all students in Grades 7-12 who enrolled at any time during the fall, not just those enrolled on the last Friday in October. The expanded definition of enrollment was incorporated in the retention rate calculations for Grades 7-12. The change in the retention calculation allowed more secondary school students to be included and made the calculation of the retention rate more similar to that of the Texas Education Agency's (TEA) secondary school completion/student status rates. This collection of enrollment data did not change for students in Grades K-6, so the method used for retention calculations for the elementary grades was unchanged from previous years.

The Public Education Information Management System (PEIMS) includes data on the grade levels of all students in the Texas public school system (TEC §29.083). Data regarding student characteristics and program participation are also available in PEIMS. Data on the Texas Assessment of Academic Skills (TAAS)

Table 6.1. Grade-Level Retention by Student Characteristic, Texas Public Schools, 2000-01

Group	Number of Students	Number Retained	Retention Rate (%)
African American	537,831	34,137	6.3
Asian/Pacific Islander	101,818	2,225	2.2
Hispanic	1,515,010	94,536	6.2
Native American	10,846	481	4.4
White	1,612,953	46,021	2.9
Economically Disadvantaged	1,755,656	99,921	5.7
Female	1,842,920	68,751	3.7
Male	1,935,538	108,649	5.6
Grades K-6	2,124,405	59,317	2.8
Grades 7-12	1,654,053	118,083	7.1
State	3,778,458	177,400	4.7

performance were provided to TEA by the state's testing contractor, NCS Pearson.

State Summary

In the 2000-01 school year, 4.7 percent of students (177,400) in Grades Kindergarten through 12 were retained (Table 6.1). The rate remained unchanged from the previous two years.

For each of the student groups, no retention rate increased more than a tenth of a percentage point between 1999-00 and 2000-01. The average retention rates for Hispanic and African American students remained more than twice that of White students. In 2000-01, for example, 2.9 percent of White students were retained in grade, compared to 6.2 percent of Hispanic students and 6.3 percent of African American students. African American and Hispanic students continued to be over-represented among retained students. Although 54.3 percent of students in Texas public schools were Hispanic or African American, 72.5 percent of students retained in Texas public schools were from one of these two ethnic groups.

In 2000-01, the retention rate for females was 3.7 percent, and the rate for males was 5.6 percent. Males were more likely than females to be retained in each grade, ethnic group, and year. Male students made up 61.2 percent of all students retained.

Grade-Level Retention Rates by Grade

The retention rate for students in ninth grade was the highest average retention rate (17.4%) across all grade levels. The retention rate in the fifth grade continued to be the lowest (0.9%) across all grade levels. In Grades kindergarten through 6, the highest average retention rate was in first grade (6.3%). In the secondary grades, eighth graders had the lowest retention rate (2.1%).

For the most part, in all elementary grades except kindergarten, Hispanic and African American students had the highest retention rates among all ethnic groups (Table 6.2). In first grade, 7.7 percent of Hispanic and African American students were retained, compared to 4.3 percent of White students. In Grades 2-4 and 6, retention rates for African American and Hispanic students were more than double those for White students.

Table 6.2. Grade-Level Retention by Grade and Ethnicity, Grades K-6, Texas Public Schools, 1999-00 and 2000-01

		African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
Grade	Year	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
K	1999-00	952	2.5	90	1.3	3,504	2.8	30	3.4	3,365	3.1	7,941	2.8
	2000-01	1,099	2.9	106	1.4	3,988	3.0	40	3.8	3,877	3.6	9,110	3.2
1	1999-00	3,515	7.8	202	2.8	10,533	7.8	50	5.6	5,205	4.3	19,505	6.3
	2000-01	3,379	7.7	208	2.6	10,830	7.7	46	4.8	5,066	4.3	19,529	6.3
2	1999-00	1,811	4.2	110	1.5	5,787	4.5	22	2.5	2,122	1.7	9,852	3.3
	2000-01	2,081	4.6	141	1.8	6,611	4.9	21	2.3	2,147	1.8	11,001	3.6
3	1999-00	1,497	3.4	75	1.0	3,902	3.1	11	1.3	1,377	1.1	6,862	2.3
	2000-01	1,662	3.7	88	1.1	4,450	3.4	18	2.0	1,441	1.2	7,659	2.5
4	1999-00	846	2.0	46	0.6	2,217	1.9	6	0.7	899	0.7	4,014	1.3
	2000-01	986	2.2	46	0.6	2,423	1.9	15	1.7	935	0.7	4,405	1.4
5	1999-00	612	1.5	37	0.5	1,445	1.3	8	1.0	836	0.7	2,938	1.0
	2000-01	539	1.2	41	0.5	1,358	1.1	7	0.8	844	0.7	2,789	0.9
6	1999-00	880	2.1	41	0.5	2,694	2.4	16	1.9	1,275	1.0	4,906	1.7
	2000-01	980	2.2	33	0.4	2,522	2.1	18	2.1	1,271	1.0	4,824	1.6
Total K-6	1999-00	10,113	3.4	601	1.2	30,082	3.5	143	2.4	15,079	1.8	56,018	2.7
	2000-01	10,726	3.5	663	1.2	32,182	3.6	165	2.6	15,581	1.8	59,317	2.8

Table 6.3. Grade-Level Retention by Grade and Ethnicity, Grades 7-12, Texas Public Schools, 1999-00 and 2000-01

		African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
Grade	Year	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
7	1999-00	1,562	3.7	51	0.7	4,459	3.9	34	4.2	2,407	1.8	8,513	2.9
	2000-01	1,564	3.6	52	0.6	3,996	3.3	29	3.3	2,121	1.6	7,762	2.5
8	1999-00	964	2.4	70	0.9	3,384	3.1	29	3.6	1,722	1.3	6,169	2.1
	2000-01	1,084	2.5	66	0.9	3,350	2.9	19	2.3	1,834	1.4	6,353	2.1
9	1999-00	11,682	24.3	642	7.8	32,382	25.2	166	19.6	13,579	9.4	58,451	17.7
	2000-01	11,967	23.9	639	7.5	32,205	24.0	153	17.3	13,399	9.4	58,363	17.4
10	1999-00	4,183	12.1	299	4.0	9,934	11.4	53	8.4	5,454	4.4	19,923	7.9
	2000-01	4,473	12.0	343	4.3	11,093	11.7	51	7.3	5,794	4.5	21,754	8.1
11	1999-00	2,445	8.5	300	4.3	6,096	8.5	32	6.1	3,933	3.5	12,806	5.8
	2000-01	2,670	8.9	270	3.6	6,469	8.6	36	6.4	3,995	3.5	13,440	5.9
12	1999-00	1,540	5.5	188	2.7	4,767	6.8	27	5.2	3,109	2.8	9,631	4.5
	2000-01	1,653	5.7	192	2.6	5,241	7.2	28	4.8	3,297	3.0	10,411	4.7
Total 7-12	1999-00	22,376	10.1	1,550	3.5	61,022	10.5	341	8.2	30,204	4.0	115,493	7.2
	2000-01	23,411	10.0	1,562	3.3	62,354	10.2	316	7.1	30,440	4.0	118,083	7.1

At the secondary grades, as in the elementary grades after kindergarten, Hispanic and African American student retention rates were substantially higher than White and Asian/Pacific Islander student retention rates (Table 6.3). Hispanic and African American students in Grade 9 had retention rates well over twice those of White and Asian/Pacific Islander students.

Across all grades, fifth-grade female students had the lowest retention rate (0.7%) (Figure 6.1). Males in the ninth grade had the highest retention rate (20.2%) (Figure 6.2 on page 72). Males in the first grade had the highest retention rate (7.4%) among Grades K-6 students. Females in the eighth grade had the lowest retention rate (1.7%) at the secondary level.

Students with Limited English Proficiency

Students with limited English proficiency (LEP) are learning English at the same time they are learning reading and other language arts skills. Reading and language problems have been highly correlated with retention in the elementary grades. Most LEP students

Figure 6.1. Grade-Level Retention by Grade and Gender, Grades K-6, Texas Public Schools, 2000-01

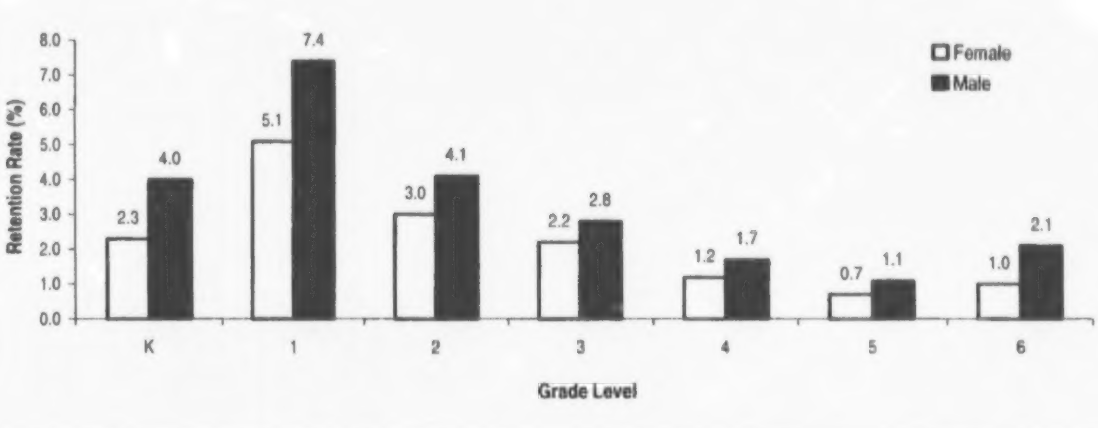
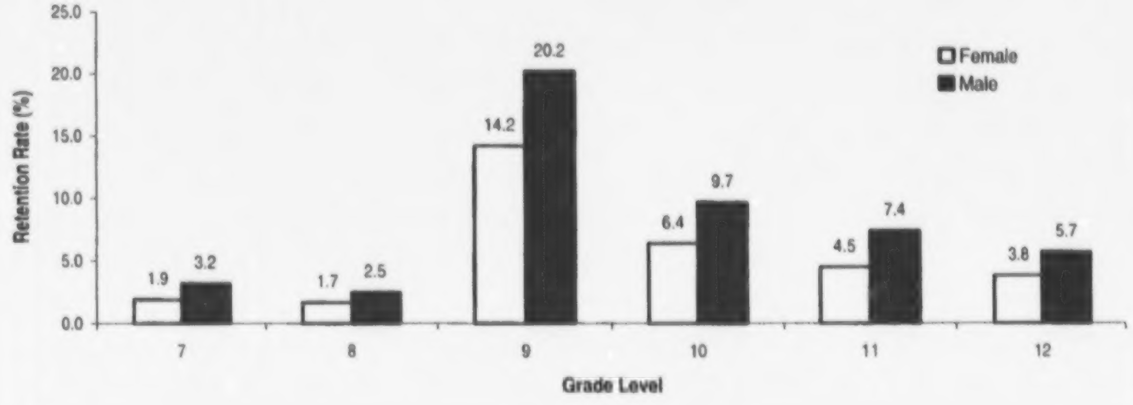


Figure 6.2. Grade-Level Retention by Grade and Gender, Grades 7-12, Texas Public Schools, 2000-01



were enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053). LEP students participating in special education received bilingual or ESL services as part of their special education programs. While parents could request that a child not receive special language services, in 2000-01, 92 percent of LEP students participated in bilingual or ESL programs.

The retention rates for LEP students were consistently higher than the rates for other students (Table 6.4 and Table 6.5). LEP students in the elementary grades had similar retention rates whether they were participating in bilingual (4.0%), ESL (3.9%), or special education (3.9%) services. At the secondary level, the retention rates for LEP students receiving ESL (12.9%) or special education services (11.6%) and LEP students not receiving services (12.5%) were notably higher than the rate for non-LEP students (6.8%).

Students Receiving Special Education Services

The average retention rate for students who participated in special education programs was compared to the average rate for those not participating. Each student in

Table 6.4. Grade-Level Retention by Limited English Proficient (LEP) Status and Services Received, Grades K-6, Texas Public Schools, 1999-00 and 2000-01

	Services Received by Retained LEP Students								All		All	
	Bilingual		ESL[a]		Special Education		No Services[b]		LEP Students		Other Students	
Year	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
1999-00	8,217	3.8	3,780	3.8	216	3.9	703	2.9	12,916	3.8	43,102	2.5
2000-01	8,753	4.0	3,954	3.9	242	3.9	909	3.4	13,858	3.9	45,459	2.6

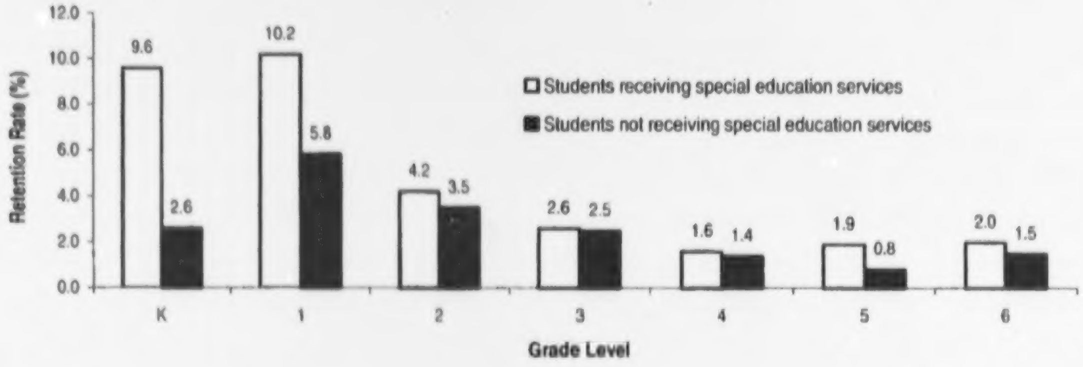
[a]English as a second language. [b]Including students whose parents requested the student not be served by a special language program.

Table 6.5. Grade-Level Retention by Limited English Proficient (LEP) Status and Services Received, Grades 7-12, Texas Public Schools, 1999-00 and 2000-01

	Services Received by Retained LEP Students								All		All	
	Bilingual		ESL[a]		Special Education		No Services[b]		LEP Students		Other Students	
Year	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
1999-00	28	3.8	10,128	13.0	631	11.4	1,787	12.7	12,574	12.8	102,919	6.8
2000-01	13	2.9	10,352	12.9	747	11.6	1,570	12.5	12,682	12.7	105,401	6.8

[a]English as a second language. [b]Including students whose parents requested the student not be served by a special language program.

Figure 6.3. Grade-Level Retention by Grade and Special Education Status, Grades K-6, Texas Public Schools, 2000-01



a special education program has an individual education plan (IEP) that specifies goals and objectives for the year. The student progresses to the next grade level whenever these goals are met. It is important to note that retention and promotion policies and practices for students with disabilities varied across districts.

Students receiving special education services had consistently higher retention rates than did students who did not participate in special education. In the elementary grades, first-grade students participating in special education had the highest retention rate (10.2%), followed by kindergarten students in special education programs, whose retention rate was 9.6 percent (Figure 6.3). The rate for kindergarten students receiving special education services (9.6%) was nearly four times that of kindergarteners not receiving special education services (2.6%). Across all grades, ninth-grade students participating in special education had the highest retention rate (23.0%), as did their ninth grade counterparts not participating in special education programs (16.5%) (Figure 6.4). The retention rate for Grade 12 students receiving special education services

Figure 6.4. Grade-Level Retention by Grade and Special Education Status, Grades 7-12, Texas Public Schools, 2000-01

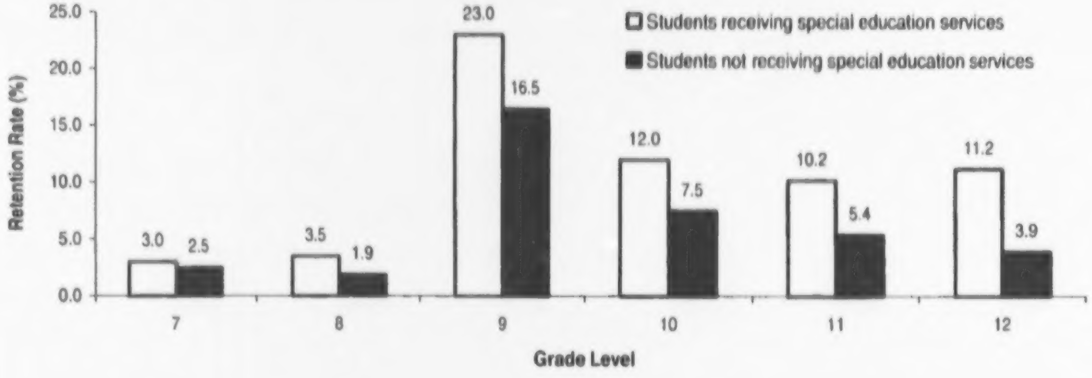


Table 6.6. Promotion Status 2000-01 and Average Performance on the Texas Assessment of Academic Skills (TAAS) 2001 and 2002, Grades 3-8, Texas Public Schools

		English Version (TLI)				Spanish Version (Scale Score)			
		Reading		Mathematics		Reading		Mathematics	
Grade	Status	2001	2002	2001	2002	2001	2002	2001	2002
3	Promoted	83.2	-	80.3	-	1587.8	-	1614.9	-
	Retained	60.9	77.1	60.4	77.5	1452.5	1555.4	1482.9	1623.0
4	Promoted	86.8	-	82.3	-	1550.4	-	1631.6	-
	Retained	65.4	79.9	66.8	79.1	1428.8	1542.6	1512.0	1633.6
5	Promoted	87.2	-	84.7	-	1561.8	-	1638.7	-
	Retained	66.1	80.2	70.2	80.8	1413.3	1534.4	1501.4	1649.4
6	Promoted	85.0	-	83.6	-	1490.2	-	1561.3	-
	Retained	65.4	76.7	68.9	77.2	1443.3	1513.3	1476.7	1547.5
7	Promoted	86.9	-	82.8	-	n/a[a]	n/a	n/a	n/a
	Retained	70.4	77.4	68.8	76.4	n/a	n/a	n/a	n/a
8	Promoted	87.7	-	83.0	-	n/a	n/a	n/a	n/a
	Retained	71.2	80.7	70.9	76.6	n/a	n/a	n/a	n/a

[a] Not applicable.

Note. Spanish versions of the TAAS are not administered at Grades 7 and 8.

(11.2%) was nearly triple that of non-participants (3.9%).

Retention and TAAS Performance

Beginning in 2001, the 77th Texas Legislature mandated that the performance of retained students on the TAAS be reported. To report this required performance information, reading and mathematics TAAS results from the spring 2001 and spring 2002 administrations were used. The average performance of students who were retained in Grades 3-8 at the end of the 2000-01 school year was calculated for both the 2001 and 2002 TAAS. For comparison purposes, the 2001 TAAS results for promoted students are also provided.

Of students in Grades 3-8 who took the English-version mathematics TAAS in spring 2001 and were subsequently promoted, average Texas Learning Index (TLI) scores ranged from 80.3 in Grade 3 to 84.7 in Grade 5 (Table 6.6). Of students who were subsequently retained, average TLIs ranged from 60.4 in Grade 3 to 70.9 in Grade 8. Retained students' average mathematics TLI scores were 12.1 points to 19.9 points lower than the scores of their promoted counterparts. After a second year in the same grade, the average scores of students who had been retained

Figure 6.5. Grade-Level Retention 2000-01 and English-Version TAAS Reading Performance 2001 and 2002, Grades 3-8, Texas Public Schools, 2000-01 TAAS

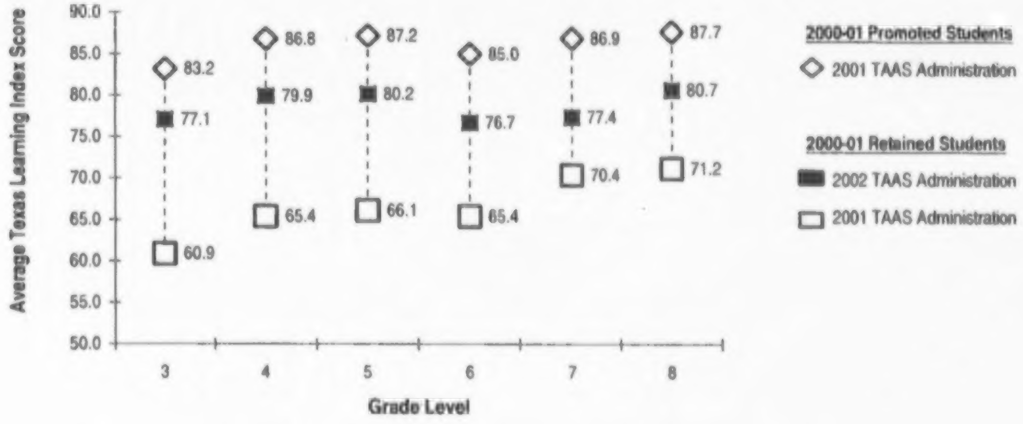
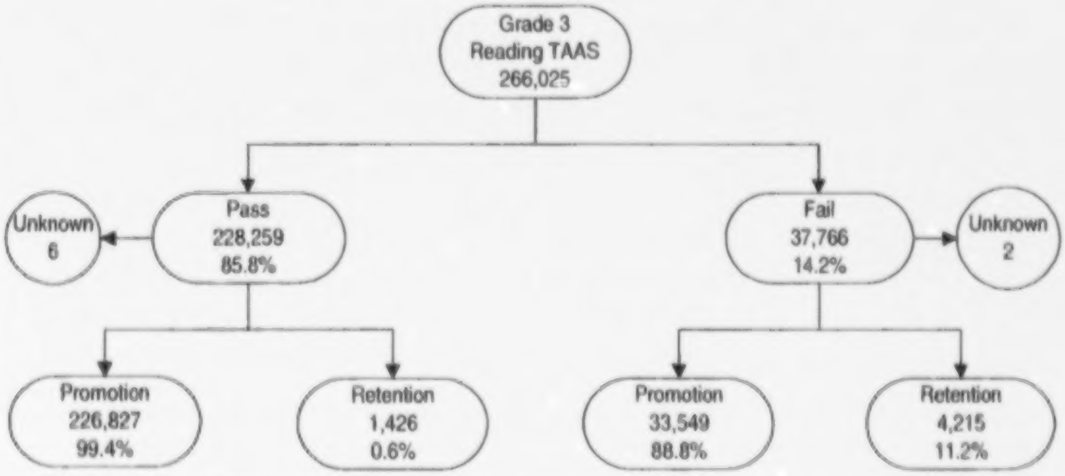


Figure 6.6. Performance on the Texas Assessment of Academic Skills (TAAS) Reading Test 2001 and Promotion Status 2000-01, Grade 3, Texas Public Schools



showed increases of 5.7 to 17.1 points, but still failed to reach those of students who had been promoted. Of students repeating Grades 3-8 who took the English-version mathematics TAAS in spring 2002, average TLIs ranged from 76.4 in Grade 7 to 80.8 in Grade 5.

Results on the English-version reading TAAS were similar (Figure 6.5). Average TLIs of students who were retained were below 72 in spring 2001. In spring 2002, increases in the average TLI scores of students who were retained ranged from 7.0 to 16.2 points, and the average TLIs were between 76 and 81. The average TLIs of students who were promoted were above 83.

Spanish-version TAAS results were similar in that the performance of students who would be retained was significantly lower than the performance of students who would be promoted. Also, the test scores of retained students showed gains in the second year. The performance of students after retention, relative to the performance of promoted students, was more variable. There were cases (Grades 3, 4, and 5 mathematics; Grade 6 reading) where the second-year scores of retained students surpassed those of their previously promoted counterparts (Table 6.6). Measurement of progress of retained students taking the Spanish-version TAAS is not directly comparable to measurement of progress of retained students taking the English-version TAAS. The Spanish TAAS tests were developed using an adaptive translation process called "transadaptation." In addition, English-version test results are reported as TLIs, which are designed to show year-to-year progress, whereas Spanish-version test results are reported as scale scores. The average scale scores of retained students taking the Spanish-version TAAS the second year were higher numerically than the first year, and in some cases were higher than the averages of promoted students.

In 2000-01, there were 37,766 students in Grade 3 who did not pass the reading TAAS. Out of the 37,766 Grade 3 students who did not pass the reading TAAS in a single attempt, 11.2 percent were retained (Figure 6.6). Out of the 228,259 Grade 3 students who did pass the reading TAAS test, only 0.6 percent were retained.

Agency Contact Persons

For information on student grade-level retention data, contact Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701 or Karen Dvorak, Senior Director, Research and Evaluation Division, (512) 475-3523.

For information on retention reduction programs, contact Geraldine Kidwell, Curriculum and Professional Development, (512) 463-9581.

Other Sources of Information

For a summary of the results of grade-level retention in Texas, see *Grade-Level Retention in Texas Public Schools, 2000-01*, published by the Division of Research and Evaluation, Department of Accountability Reporting and Research.

7. District and Campus Performance

One of the major objectives of the Texas Education Agency (TEA) is to support the accomplishment of the state's goals for public education by recognizing, rewarding, sanctioning, and intervening in school districts and campuses to ensure excellence for all students.

Accountability Ratings

The accountability ratings for districts and for campuses are based on the academic excellence indicators required by law. Legislation enacted in 1993 required the establishment of the accountability system, which is now in its tenth year of implementation. The number of *exemplary* and *recognized* schools has increased each year. Accountability ratings for 2002 showed that more Texas districts and campuses received high performance ratings (see Table 7.1) than ever before. The number of *exemplary* schools increased from 1,571 in 2001 to 1,921 in 2002. The number of *recognized* schools increased from 2,327 in 2001 to 2,400 in 2002.

In 2001, districts and campuses were rated using the Texas Assessment of Academic Skills (TAAS) passing rates in reading, mathematics, and writing and the annual dropout rate for students in Grades 7-12. The record number of high performance ratings that year were achieved despite the tougher standards used to rate districts and campuses. To put this achievement in perspective, in 1995, 25 percent of all students and of African American, Hispanic, White, and economically disadvantaged student population groups were required to pass the TAAS in order for the campus or district to be rated *acceptable*. That standard rose to 30 percent in 1996, to 35 percent in 1997, to 40 percent in 1998, to 45 percent in 1999, and to 50 percent in 2000 and 2001. In 2002, the criteria were further expanded to include the TAAS passing rate in social studies (at 50% for all students only), and the percentage required to pass other subjects increased to 55 percent while the dropout standard became more rigorous. In 2001, the dropout rate standard had been tightened to 5.5 percent or less as compared to the previous standard of 6.0 percent or less. In 2002, that standard was made more stringent at 5 percent or less. The dropout standards apply to all students and each student group.

The standard for achieving *recognized* status increased from 70 percent of all students and each student group passing reading, mathematics, and writing TAAS in 1995 and 1996, to 75 percent passing in 1997, to 80 percent in 1998, 1999, 2000, 2001, and 2002. In 2002, to be rated *recognized* at least 80 percent of all students also had to pass the social studies TAAS. In 2001, the dropout rate standard for *recognized* campuses was decreased to 3.0 percent or less as compared to the previous standard of 3.5 percent or less. In 2002, the rate became 2.5 percent or less. The dropout standards apply to all students and each student group.

The standard for achieving *exemplary* status has remained constant since 1994. At least 90.0 percent of

Table 7.1. District and Campus Accountability Ratings, 1996-2002

Ratings	1996	1997	1998	1999	2000	2001	2002
Campus (Standard System)							
Exemplary	394	683	1,048	1,120	1,296	1,571	1,921
Recognized	1,309	1,617	1,666	1,843	2,009	2,327	2,400
Acceptable	4,127	3,679	3,365	3,147	2,912	2,469	2,067
Acceptable: Data Issues	NA[a]	NA	NA	36	NA	NA	NA
Low Performing	108	67	59	96	146	100	150
Campus (Alternative System)							
Commended	NA	NA	NA	NA	5	12	7
Acceptable	157	285	316	354	273	247	271
Needs Peer Review	106	46	67	24	33	66	59
District							
Exemplary	37	65	120	122	168	178	149
Recognized	209	321	329	383	439	471	426
Acceptable	788	650	585	523	428	390	449
Academically Unacceptable	8	4	6	7	5	1	16
Unacceptable: SAI[b]	2	3	2	3	1	0	0
Unacceptable: Data Quality	NA	NA	NA	4	0	0	0

[a] Not applicable. [b] Special Accreditation Investigation.

all students and each student population group must pass each subject area of the TAAS. In 2002, to be rated *exemplary* at least 90 percent of all students had to pass the social studies TAAS. The dropout rate standard remained at 1.0 percent or less for all students and each student group.

Special Data Inquiry Unit (SDIU)

The TEA established a Special Data Inquiry Unit (SDIU) in January 1996 to investigate anomalies in Public Education Information Management System (PEIMS) data submitted by local school districts. During the 1997-98 school year, the unit conducted 230 campus investigations. Ninety-one campuses were investigated for excessive exemptions and absences on TAAS, and 76 campuses were investigated due to high numbers of student withdrawals. In addition, unit staff investigated 63 campuses whose ratings were based on less than 40 percent of the student populations eligible for TAAS. During the 1998-99 school year, the unit conducted 144 campus investigations. Fifty-three campuses were investigated for excessive exemptions and absences on TAAS, and 62 campuses whose ratings were based on less than 40 percent of the student population eligible for TAAS were investigated. In addition, unit staff conducted desk audits on 12 campuses identified as first-year *low performing* due to a high dropout rate. The unit also made on-site visits to the 17 first generation open-enrollment charter schools. As a result of the implementation of the leaver record, the focus of investigations for high numbers of student withdrawals changed to a review of high numbers or percentages of underreported student leavers. Seventeen districts received this new type of investigation in fall 1999. For the 2000-01 school year, one district had a rating change to *unacceptable: special accreditation investigation (SAI)* and two high schools in two other school districts had a rating change to *not rated: data quality*. In addition, four charter schools had a rating change to *not rated: data quality* for the 2000-01 school year.

The SDIU conducted 20 on-site visits to districts and 27 on-site visits to charter schools during the 2000-01 school year to review excessive underreported leavers. In addition, 12 districts and 2 charter schools were randomly selected to receive on-site visits due to excessive use of certain leaver codes. In the 2001-02 school year, 20 on-site visits to districts and 24 on-site visits to charter schools were conducted to review excessive underreported leavers. In addition, 14 districts and 2 charter schools were randomly selected to receive an on-site visit due to excessive use of certain leaver codes.

Also during 2000-01, 14 school districts, which included 51 campuses, received desk reviews for underreported leavers. During the spring of 2001, the SDIU conducted desk reviews on 33 campuses and on-site visits to 5 campuses due to excessive exemptions for TAAS testing. In the 2001-02 school year, desk audits for underreported leavers were conducted in 20 districts and 27 charter schools. With procedural changes in 2001-02, the SDIU conducted no desk reviews due to excessive exemptions for TAAS testing but did conduct on-site visits to 41 campuses in 30 districts to review excessive exemptions.

Alternative Accountability Procedures

Beginning with the 1994-95 school year, TEA has implemented optional alternative accountability procedures for campuses that are dedicated to serving students who are at-risk of dropping out of school. Ratings for these alternative education campuses are based on student performance on TAAS, dropout rates, and attendance. Also, one or more additional indicators are chosen by the campuses based on the specific nature of the at-risk student populations being served. These indicators may include course completion rates, average numbers of credits earned, TAAS retake results, promotion rates, or state-approved General Educational Development (GED) completion rates.

In 2002, the alternative education (AE) accountability ratings procedures included criteria for a rating of AE: *commended* and 7 alternative campuses received this rating (see Table 7.1 on page 77), down from the 12 that received this rating in 2001. Of the 337 alternative education campuses rated in 2002, 271 were rated as AE: *acceptable*; 247 campuses received this rating in 2001. In 2002, of the 337 schools rated, 59 were rated AE: *needs peer review*, compared to 66 receiving this rating in 2001.

Charter Schools and Accountability

The 1996-97 school year marked the first year of operation for 17 open-enrollment charter schools approved by the State Board of Education. All charter schools are held accountable for student performance on TAAS. Depending on the student population served, charter schools may choose to be rated through the standard accountability system or the alternative accountability procedures. All open-enrollment charter schools, in newly authorized charters, receive *not rated (charter)* ratings for the first full year of operation. The following year, these charter schools are rated through the regular accountability or alternative accountability procedures, as appropriate.

In 1999, 21 open-enrollment charter schools received accountability ratings (see Table 7.2). Of the 15 charter schools rated through regular procedures in 1999, 2 were *exemplary*, 3 were *recognized*, 7 were *acceptable*, and 3 were *low performing*. Of the 6 charter schools rated through alternative procedures in 1999, 5 were AE: *acceptable* and 1 was AE: *needs peer review*.

Table 7.2. Charter School Accountability Ratings, 1999-2002

Ratings	1999	2000	2001	2002
Exemplary	2	5	5	15
Recognized	3	7	9	9
Acceptable	7	31	40	32
Low Performing	3	20	42	38
AE[a]: Commended	NA[b]	0	1	3
AE: Acceptable	5	8	23	62
AE: Needs Peer Review	1	24	37	41
AE: Not Rated	0	0	1	6
NR[c]: PK-K	1	3	1	1
NR: Charter (New)	44	62	15	16
NR: Charter (Insufficient Data)	NA	12	12	7
NR: Data Quality	NA	4	3	0
Total	66	176	189	230

[a]Alternative Education. [b]Not applicable. [c]Not rated.

In 2000, 95 open-enrollment charter schools received accountability ratings. Of the 63 charter schools rated through regular procedures in 2000, 5 were *exemplary*, 7 were *recognized*, 31 were *acceptable*, and 20 were *low performing*. Of the 32 charter schools rated through alternative procedures in 2000, 8 were AE: *acceptable* and 24 were AE: *needs peer review*.

In 2001, 157 open-enrollment charter schools received accountability ratings. Of the 96 charter schools rated through regular procedures in 2001, 5 were *exemplary*, 9 were *recognized*, 40 were *acceptable*, and 42 were *low performing*. Of the 61 rated through alternative procedures, 1 was AE: *commended*, 23 were AE: *acceptable* and 37 were AE: *needs peer review*.

In 2002, 200 open-enrollment charter schools received accountability ratings. Of the 94 charter schools rated through regular procedures in 2002, 15 were *exemplary*, 9 were *recognized*, 32 were *acceptable*, and 38 were *low performing*. Of the 106 rated through alternative procedures in 2002, 3 were AE: *commended*, 62 were AE: *acceptable*, and 41 were AE: *needs peer review*.

Visits by peer review teams led by the Division of Accountability Evaluations were made to 39 charter schools rated *low performing* and 29 rated AE: *needs peer review* in the 2001-02 school year. In 2002-03, the 38 charter schools rated *low performing* and the 41 rated AE: *needs peer review* will be visited by peer review teams led by the Division of Accountability Evaluations.

Framework for Interventions

The agency has developed a framework for multiyear sanctions and interventions for first-, second-, third-, and fourth-year *academically unacceptable* districts and *low-performing* campuses.

Interventions and sanctions for *academically unacceptable* districts and *low-performing* campuses include: issuance of public notice and the provision of a public hearing by the local board of trustees; submission of local improvement plans for state review; and an on-site peer review. First-year *academically unacceptable* districts or *low-performing* campuses due to high dropout rate receive a desk audit. Additional sanctions or interventions may include: Education Service Center (ESC) support; a hearing before the commissioner or designee; assignment of an intervention team; assignment of a monitor, master, or management team; or appointment of a board of managers.

For second-year *academically unacceptable* districts and *low-performing* campuses, interventions and sanctions include: issue of public notice and public hearing by the local board of trustees; improvement plans submitted for state review; and an on-site review. Additional interventions or sanctions may include: a hearing before the commissioner or designee; assignment of a monitor, master, or management team; a plan for annexation; ESC support; assignment of an intervention team; appointment of a board of managers; or a plan for campus closure.

For third- and subsequent-year *low-performing* campuses, interventions and sanctions include: issue of public notice and a public hearing by the local board of trustees; submission of local improvement plans for state review; an on-site review; and a hearing before the commissioner or designee. Results of the hearing will determine the need for additional sanctions and interventions, which may include: assignment of a monitor, master, or management team; a plan for annexation; ESC support; assignment of an intervention team; appointment of a board of managers; or a plan for campus closure.

For districts or campuses that are *academically unacceptable* or *low performing* in consecutive years, members of the peer evaluation team that visited the campus the previous year will visit the district or campus again when possible.

Efforts to Improve Performance

The one district rated *academically unacceptable* in 2001 showed sufficient progress to receive an *academically acceptable* rating in 2002. Of the 100 campuses listed as *low performing* in 2001, 80 received a rating of *acceptable* or higher in 2002. Of the 66 campuses listed as AE: *needs peer review* in 2001, 47 received a rating of AE: *acceptable* or higher in 2002.

Peer review teams visited the *low-performing* campuses and AE: *needs peer review* campuses. Each review team analyzed district and campus performance on the academic excellence indicators and developed a specific set of recommendations that provided clear direction for local restructuring and improvement initiatives.

Desk audits were conducted for the district and the campuses rated first-year *low performing* due solely to high dropout rates. The effectiveness of the desk audits is evident in the analysis of the 2001 and 2002 ratings. Only one of the 12 campuses receiving a desk audit for dropouts in 2001 was rated *low performing* in 2002. The second-year *low-performing* rating was due to low TAAS performance, not a high dropout rate.

Interventions Based on 2001 Ratings

Districts Rated Academically Unacceptable and Charters and Campuses Rated Low Performing

One district was designated as *academically unacceptable* in 2001 due to high dropout rates. In this district was 1 *low-performing* campus. The remaining 99 *low-performing* campuses were in 74 other districts and charter schools.

On-site peer review accreditation visits were conducted in 2001-02 at 76 *low-performing* campuses and charter schools out of the 100 rated *low performing*. For the remaining 24 *low-performing* campuses, 11 received desk audits due to high dropout rates for the first year, 7 were removed from the visit schedule due to successful appeals of their ratings, 1 campus was closed, and 5 campuses were assigned to Southern Association of Colleges and Schools (SACS) for monitoring. The one *academically unacceptable* district received a desk audit in 2001-02.

Appendix 7-A on pages 87-92 presents the 2001 district, district and campuses, and charter schools with information about why they were rated *academically unacceptable* or *low performing*. Desk audit and campus closure information is included.

Alternative Campuses Rated AE: Needs Peer Review

On-site peer review accreditation visits were conducted during the 2001-02 school year at 9 districts with alternative education campuses and at 28 charter schools with alternative education campuses that were rated AE: *needs peer review* in 2001. Appendix 7-A on pages 87-92 lists each of these campuses with additional information as applicable. The list includes 3 campuses that closed and 2 that were members of shared services arrangements and, therefore, were not visited.

Interventions Planned Based on 2002 Ratings

Districts Rated Academically Unacceptable and District Campuses and Charter Schools Rated Low Performing

In 2002, 16 districts received ratings of *academically unacceptable* and 150 campuses and charter schools received ratings of *low performing*. The districts, campuses, and charter schools that, with a few exceptions, will receive visits for accreditation review or desk audits during the 2002-03 school year are listed in Appendix 7-B on pages 93-101. Many schools with consecutive years of low performance will participate in hearings before the commissioner of education or his designee.

Alternative Campuses Rated AE: Needs Peer Review

A total of 59 district campuses and charter schools were rated AE: *needs peer review* under the alternative accountability system in 2002. They also will be slated to receive site visits or desk audits in the 2002-03 school year. These campuses and charter schools are listed in Appendix 7-B on pages 93-101.

District Campuses and Charter Schools Rated Low Performing or AE: Needs Peer Review for Two or More Consecutive Years

As of the 2001 ratings, three charter schools had received 2000 ratings of AE: *needs peer review* in the alternative accountability system, but in 2001, these three were rated in the regular accountability system and received ratings of *low performing*. These charters were the Academy of Accelerated Learning Inc. High School, Positive Solutions Charter School, and Transformative Charter Academy.

Three charters received ratings of AE: *needs peer review* for 2002, but in 2001 they had been rated in the regular accountability system and received ratings of *low performing*. Because they also received low ratings in 2000, they were third-year low performers. These charters were Eden Park Academy, Gabriel Tafolla Charter School, and Transformative Charter Academy.

Monitors, Masters, and Alternative Interventions

Texas Education Code (TEC) §39.075 stipulates that the commissioner shall authorize special accreditation investigations to be conducted upon identifying any of seven conditions in schools: (1) when excessive numbers of absences of students eligible to be tested on state assessment instruments are determined; (2) when excessive numbers of allowable exemptions from the required state assessment are determined; (3) in response to complaints submitted to the agency with respect to alleged violations of civil rights or other requirements imposed on the state by federal law or court order; (4) in response to established compliance reviews of the district's financial accounting practices and state and federal program requirements; (5) when extraordinary numbers of student placements in alternative education programs, other than placements under §§37.006 and 37.007, are determined; (6) in response to an allegation involving a conflict between members of the board of trustees or between the board and the district administration if it appears that the conflict involves a violation of a role or duty of the board members or the administration clearly defined by this code; or (7) as the commissioner otherwise determines necessary. Additionally, TEC §39.131 grants authority to the commissioner of education to take specific actions if a district does not satisfy accreditation criteria. Among these actions, the commissioner may: (1) appoint an agency monitor to participate in and report to the agency on the activities of the board of trustees or the superintendent; (2) appoint a master to oversee the operations of a district; (3) appoint a management team to direct the operations of the district in areas of unacceptable performance; or (4) appoint an intervention team.

As of September 15, 2002, five school districts (Benavides ISD, Dallas ISD, North Forest ISD, Raymondville ISD, and Wilmer-Hutchins ISD) and two charter schools (Rylie Faith Family Academy Charter School and West Houston Charter School) were assigned monitors. Academy of Careers and Technologies Charter School and Buffalo ISD were assigned masters. Sierra Blanca ISD was assigned an ESC Technical Support Team. Monitors were removed from Austin ISD, Clarksville ISD, Kennard ISD, La Pryor ISD, Amigos Por Vida – Friends for Life Charter School, Eden Park Academy Charter School, Girls & Boys Prep Academy Charter School, Impact Charter School, and North Houston High School for Business Charter School. Masters were removed from Ysleta ISD, All Saint's Academy Charter School, Kenny Dorham School for the Performing Arts Charter School, and Prepared Table Charter School. An ESC intervention team was removed from Somerville ISD. See Table 7.3 on pages 82-83 for a listing of the monitors, masters, and other interventions assigned by the commissioner to districts and charter schools experiencing problems from January 2001 to September 2002.

The Texas School Improvement Initiative targets for improvement those districts, campuses, and charter schools that do not satisfy the performance standards as defined by the commissioner. Performance standards are directly tied to the public education academic goals listed in the TEC §4.002.

Compliance with State Special Education Requirements

One of the major responsibilities of TEA is to ensure compliance by school districts and other local education agencies with the provisions of federal law including the Individuals with Disabilities Education Act (IDEA), *20 U.S.C. §§1400 et seq.*, its implementing regulations, 34 C.F.R. §§300.1 *et seq.*, and applicable state laws and rules relating to special education.

Special Education Monitoring

TEA has developed and implemented a comprehensive system for monitoring school district and charter school compliance with federal and state laws relating to special education. The monitoring system provides for ongoing analysis of district and charter school special education data and of complaints filed with TEA concerning special education services. Inspections and reviews of district and charter school programs and facilities are essential components of the monitoring process. TEA uses the information obtained through its analysis of special education data and from the complaints management system to determine the appropriate schedule for and extent of its inspection and review activities.

Historical Summary

The current TEA special education monitoring system is based on a system which was devised in 1996 and

Table 7.3. Monitors, Masters, and Alternative Interventions, January 2001 through September 15, 2002

Region	District	Change From	Change To	Date of Change
20	Academy of Careers and Technologies Charter School	Charter School	Charter School/Master	02/14/02
04	All Saint's Academy Charter School	Charter School	Charter School/Master	09/29/00
		Charter School/Master	Charter Returned	07/13/01
		Charter Returned	Master Removed	07/25/01
04	Amigos Por Vida – Friends for Life Charter School	Charter School	Charter School/Monitor	10/31/01
		Charter School/Monitor	Monitor Removed	08/09/02
13	Austin ISD	Academically Acceptable	Academically Acceptable/Monitor	12/04/01
		Academically Acceptable/Monitor	Monitor Removed	08/29/02
02	Benavides ISD	Academically Acceptable	Academically Acceptable/Monitor	04/11/02
06	Buffalo ISD	Academically Acceptable	Academically Acceptable/Master	01/11/02
08	Clarksville ISD	Academically Acceptable	Academically Acceptable/Monitor	04/18/01
		Academically Acceptable/Monitor	Monitor Removed	05/31/02
10	Dallas ISD	Academically Acceptable	Academically Acceptable /Monitor	02/10/00
13	Eden Park Academy Charter School	Charter School	Charter School/Monitor	04/28/00
		Charter School/Monitor	Monitor Removed	09/09/02
04	Girls & Boys Prep Academy Charter School	Charter School	Charter School/Monitor	12/14/01
		Charter School/Monitor	Monitor Removed	05/08/02
04	Impact Charter School	Charter School	Charter School/Monitor	02/04/00
		Charter School/Monitor	Monitor Removed	04/12/01
06	Kennard ISD	Academically Acceptable	Academically Acceptable/Monitor	12/01/00
		Academically Acceptable/Monitor	Monitor Removed	08/31/01
13	Kenny Dorham School for the Performing Arts Charter School	Charter School	Charter School/Master	04/10/02
		Charter School/Master	Master Removed	08/26/02
20	La Pryor ISD	Academically Acceptable	Academically Acceptable/Monitor	03/15/99
		Academically Acceptable/Monitor	Monitor Removed	08/08/01
04	North Forest ISD	Academically Acceptable	Academically Unacceptable: SAI/Monitor	04/18/01
		Academically Unacceptable: SAI/Monitor	Academically Acceptable/Monitor	07/16/01
04	North Houston High School for Business Charter School	Charter School	Charter School/Monitor	11/15/00
		Charter School/Monitor	Monitor Removed	09/06/01
04	Prepared Table Charter School	Charter School	Charter School/Master	11/17/00
		Charter School/Master	Charter Revoked	08/16/02
		Charter School/Master	Master Removed	08/26/02

continues

Table 7.3. Monitors, Masters, and Alternative Interventions, January 2001 through September 15, 2002 (continued)

Region	District	Change From	Change To	Date of Change
01	Raymondville ISD	Academically Acceptable	Academically Acceptable/Monitor	10/11/01
10	Rylie Faith Family Academy Charter School	Charter School	Charter School/Monitor	10/03/00
19	Sierra Blanca ISD	Academically Unacceptable	Academically Unacceptable/ ESC Technical Support	07/17/01
		Academically Unacceptable/ ESC Technical Support	Academically Acceptable/ESC Technical Support	08/16/01
06	Somerville ISD	Academically Acceptable	Academically Acceptable/ Intervention Team	12/04/01
		Academically Acceptable/ Intervention Team	Intervention Team Removed	08/26/02
04	West Houston Charter School	Charter School	Charter School/Monitor	06/11/02
10	Wilmer-Hutchins ISD	Academically Acceptable	Academically Acceptable/Monitor	12/07/01
19	Ysleta ISD	Recognized	Recognized/Master	08/29/00
		Recognized/Master	Recognized/Monitor	03/13/02
		Recognized/Monitor	Monitor Removed	05/21/02

was implemented as planned from 1996-97 through 1998-99. Originally, TEA developed a six-year schedule for conducting an on-site visit to every school district in the state by the end of the 2001-02 school year.

During the 1997-98 school year, TEA began the development of a new system of analyzing district and charter school special education data and used that analysis to select districts and charter schools for on-site visits. TEA piloted that system with 15 school districts in spring 1999.

During the 1999-00 through 2001-02 school years, TEA implemented a dual system for identifying districts and charter schools for on-site special education monitoring reviews. Certain districts and charter schools were visited as planned under the six-year cycle adopted in 1996. Another set of districts and charter schools were visited based on TEA's analysis of their special education data (the Data Analysis System or "DAS") and on information obtained from complaints filed with TEA concerning special education services.

Between 1999-00 and 2002-03, TEA made a number of revisions to the data elements included in the DAS. These revisions were designed to make the DAS a more valid and accurate system for analyzing district-level special education data. Table 7.4 on page 84 contains the 12 DAS data elements for 2002-03.

The On-Site Process

On-site evaluations of school district and charter school special education programs and services are conducted in accordance with the TEA District Effectiveness and Compliance (DEC) monitoring process. An on-site DEC review of a district's or charter school's special education program includes the following components:

1. A self-evaluation by the district.
2. Classroom observations by on-site monitors.
3. Staff interviews.
4. Case studies of selected students.
5. Reviews of a "purposeful sample" of student folders to evaluate compliance with federal and state special education requirements. The "purposeful sample" of student folders is selected based on criteria established by TEA to ensure that various ages, disability categories, and instructional service arrangements are represented in the student folders selected for review. The monitors review compliance with 36 identified indicators that measure compliance with special education requirements.
6. Roundtable discussions with parents of students with disabilities.

Table 7.4. Data Analysis System (DAS) Data Elements Analyzed for Selection of School Districts to Receive On-site Monitoring Visits in 2002-03

Number	Data Element
1	District-level percentage of special education students relative to the state median (50th percentile) of special education students, identifying both over-representation and under-representation.
2	District-level analysis of potential ethnic disproportion of student populations served in special education.
3	District-level analysis of potential disproportion of students identified as limited English proficiency (LEP) served in special education.
4	District-level analysis of potential disproportion of students identified as economically disadvantaged served in special education.
5	District-level percentages of special education students relative to the state median (50th percentile) by disability category.
6	District-level placement percentages by instructional arrangement relative to the state average placement percentages.
7	District-level analysis of TAAS[a] passing rates of students served in special education for each subject area (Reading, Math, and Writing) compared to the standards in the regular accountability system.
8	Percentage of special education students (Grades 3-8) exempted (ARD[b]) from the statewide assessment (TAAS and SDAA[c]) compared to the standards established in TEC §39.027(c).
9	District-level analysis of potential disproportionate discretionary referrals of students served in special education to alternative education programs for disciplinary reasons (including both DAEPs[d] and JJAEPs[e]).
10	District-level percentage of potential disproportion of reported dropouts that were served in special education.
11	District-level analysis of potential disproportion of African American students served in special education identified as having MR[f].
12	District-level analysis of potential disproportion of LEP students served in special education identified as having a SLI[g].

[a]Texas Assessment of Academic Skills. [b]Admission, Review, and Dismissal. [c]State-Developed Alternative Assessment. [d]Disciplinary Alternative Education Programs. [e]Juvenile Justice Alternative Education Programs. [f]Mental Retardation [g]Speech or Language Impairment.

7. Roundtable discussions with district personnel and members of site-based decision making committee.

Special Education Compliance Status (SpECS) 2002

The TEC requires TEA to determine the special education compliance status (SpECS) of each school district and charter school in the state. For 2002, the agency determined the SpECS of each school district and charter school in accordance with the methodology described below. The 2002 SpECS of each school district and charter school is based upon information available to the agency as of June 28, 2002.

1. Desk Audit: Compliant

In accordance with TEC §29.010, the agency has adopted and implemented a comprehensive system for monitoring school district and charter school compliance with federal and state laws relating to special education. The agency monitoring system provides for the ongoing analysis of district special education data and of complaints filed with the agency concerning special education services. The analysis of data is conducted in accordance with the agency Special Education Data Analysis System (DAS). In January 2002, the agency completed its most recent evaluation of school districts and charter schools under the DAS. The DAS results were considered during the process of selecting school districts and charter schools to receive DEC on-site monitoring visits during the 2002-03 school year. The districts and charter schools selected to receive DEC visits in 2002-03 were notified on January 31, 2002. *Desk Audit: Compliant* is the 2002 SpECS assigned to all districts and charter schools that were not selected to receive DEC on-site visits during the 2002-03 school year based on the DAS and that were not identified, as of June 28, 2002, as having one of the following seven categories of SpECS.

2. Desk Audit: Self-Evaluation Required

Based on its continued evaluation of the January 2002 DAS results, the agency anticipates that by September 1, 2002, it will select certain school districts and charter schools to participate in self-evaluations of their special education programs during the 2002-03 school year. Evaluation of the 2002 DAS results is nearing completion. As of June 28, 2002, however, no district or charter school had yet been selected to conduct a self-evaluation of its special education program. In the event a district or charter school had been identified, as of June 28, 2002, to participate in a self-evaluation, then the district or charter school 2002 SpECS would have been *Desk Audit: Self-Evaluation Required*.

3. Desk Audit: Site Visit Pending

This is the SpECS assigned to each school district and charter school that received a DEC visit during the 2001-02 school year but for whom the agency had not completed and mailed the written DEC report relating to such visit as of June 28, 2002. This is also the SpECS assigned to each school district and charter school selected through DAS to receive a DEC visit during the 2002-03 school year based on the January 2002 DAS results.

4. Site-Visit: Compliant

This is the SpECS assigned to each school district and charter school that received a DEC visit during the 2001-02 school year and the written report of the visit contained no special education citations.

5. Site-Visit: Corrective Action Compliant

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2001-02 school year (based on special education compliance citations noted during one or more on-site monitoring visits conducted by the agency) which resulted in a written finding by the agency, on or before June 28, 2002, that the corrective actions were sufficient to bring the school district or charter school into compliance with federal and state laws relating to special education.

6. Site-Visit: Corrective Action Required (Under Review by TEA)

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2001-02 school year (based on special education compliance citations noted during one or more on-site monitoring visits conducted by the agency), and the corrective actions were still being reviewed for sufficiency by the agency as of June 28, 2002.

For each district or charter school identified as having a 2002 SpECS of *Site-Visit: Corrective Action Required (Under Review by TEA)*, it is important to note that the district or charter school has submitted to TEA a corrective action plan for addressing compliance citations noted by TEA as a result of the on-site visit. TEA staff is currently in the process of reviewing these corrective action plans. TEA anticipates that, in the majority of cases, the corrective action plans submitted by these districts and charter schools will be sufficient to bring the districts and charter schools into compliance with federal and state special education laws.

Table 7.5. Special Education Compliance Status (SpECS) Ratings, 2001-02

Rating	Number	Percent
1. Desk Audit: Compliant	875	71.7
2. Desk Audit: Self-Evaluation Required	0	0.0
3. Desk Audit: Site Visit Pending	45	3.7
4. Site-Visit: Compliant	23	1.9
5. Site-Visit: Corrective Action Compliant	205	16.8
6. Site-Visit: Corrective Action Required (Under Review by TEA)	43	3.5
7. Site-Visit: Corrective Action Required (Unresolved)	25	2.0
8. Sanctions Imposed	4	0.3
Total	1,220	100

Note. Percentage total may not equal 100 because of rounding.

7. Site-Visit: Corrective Action Required (Unresolved)

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2001-02 school year (based on special education compliance citations noted during one or more on-site monitoring visits conducted by the agency), and the agency has notified the district or charter school that the corrective actions are unacceptable or insufficient to bring the district or charter school into compliance. In addition, this SpECS is assigned when the agency has conducted one or more Corrective Action Review (CAR) follow-up visits to the district or charter school, and, as of June 28, 2002, citations remain and corrective actions are unresolved.

8. Sanctions Imposed

This is the SpECS assigned to each school district and charter school for which one or more of the sanctions or interventions authorized by state law or rule have been imposed by the agency (and have not been removed as of June 28, 2002) as a result of issues or concerns relating to the district or charter school special education program.

Table 7.5 summarizes the SpECS for school districts and charter schools for the 2001-02 school year. Table 7.6 summaries the number of ratings given in each of the eight SpECS categories for the years 1999-00 through 2001-02.

Table 7.6. Special Education Compliance Status (SpECS) Ratings, 1999-00 Through 2001-02

Rating	1999-00	2000-01	2001-02
1. Desk Audit: Compliant	961	784	875
2. Desk Audit: Self-Evaluation Required	8	12	0
3. Desk Audit: Site Visit Pending	0	29	45
4. Site-Visit: Compliant	23	16	23
5. Site-Visit: Corrective Action Compliant	39	181	205
6. Site-Visit: Corrective Action Required (Under Review by TEA)	129	169	43
7. Site-Visit: Corrective Action Required (Unresolved)	20	6	25
8. Sanctions Imposed	2	2	4
Total	1,182	1,199	1,220

Noncompliance of Specific School Districts and Charter Schools

Section 39.182(a)(19) of the TEC requires TEA to provide, as part of this Annual Report, a list of each school district and charter school that is not in compliance with state special education requirements. The list is required to include the following information:

- the period of time for which the district or charter school has not been in compliance;
- the manner in which TEA considered the failure to comply in determining the accreditation status of the district or charter school; and
- an explanation of the actions taken by the commissioner to ensure compliance and an evaluation of the results of those actions.

Since the provisions of Section 39.182(a)(19) of the TEC took effect as of September 1, 1999, the period of noncompliance for any district or charter school listed below is reported as of: (a) September 1, 1999; or (b) a date more recent than September 1, 1999, if TEA's determination of noncompliance is based on an on-site visit which occurred after September 1, 1999.

Districts and Charters With a 2002 SpECS Rating Indicating Noncompliance

In the interest of completeness, included are all districts and charter schools with a 2002 SpECS of one of the last three categories listed in Table 7.5 on page 85: *Sanctions Imposed*; *Site-Visit: Corrective Action Required (Unresolved)*; and *Site-Visit: Corrective Action Required (Under Review by TEA)*. Appendix 7-C on page 102 lists each of the districts/charter schools under each of these SpECS categories with the date from which the district or charter school has been listed as being out of compliance.

Improvement can and does occur. As an example, in 2001, a total of six school districts and charter schools received a SpECS of *Site-Visit: Corrective Action Required (Unresolved)*. Of these six districts and charter schools, a total of five (83.3%) have been assigned a 2002 SpECS of *Site-Visit: Corrective Action Compliant*.

A complete list of SpECS 2002 status for all districts and charter schools is available at www.tea.state.tx.us/account.eval/specs2002html.

Agency Contact Persons

For information on accountability ratings, contact Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701.

For information on intervention and state special education accountability requirements, contact Karen Case, Associate Commissioner for Quality, Compliance, and Accountability Reviews, (512) 463-8998.

Other Sources of Information

For an explanation of the accountability system, see the *2002 Accountability Manual for Texas Public Schools and School Districts*, published by the Division of Performance Reporting, Department of Accountability Reporting and Research. The *2002 Accountability Manual* is also available online at www.tea.state.tx.us/perfreport/.

The *2002 Alternative Education Accountability Manual*, published by the Division of Accountability Development and Support, Department of Quality, Compliance, and Accountability Reviews, provides the most current information regarding procedures for rating alternative education campuses.

For the most current information on accreditation interventions and sanctions, see *Status Report on the Accreditation, Interventions, and Sanctions of School Districts and Charter Schools* included in the agenda for each State Board of Education meeting.

Reference Guide, Part I, District Effectiveness and Compliance (published each school year).

Reference Guide, Part II, District Effectiveness and Compliance, Special Education (published each school year).

Reference Guide, Part III, Career and Technology Education Compliance Review (Civil Rights) 2001-02 (published each school year).

Special Education Operating Guidelines (SPEDOG) Manual 2001-02 (published each school year).

Accountability Procedures Manual for On-Site Evaluations 2001-02 (published each school year).

Program Analysis System and Special Education Data Analysis System: Methodology for Analyzing Data Elements 2002-03 School Year (published each school year).

Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2001

District	Campus	Rating 2	 3	 T	 D	 D/A	 AI	 C/C
Academically Unacceptable District								
Hearne ISD					D	D/A		
Low Performing Campuses								
Academy of Beaumont Charter	Academy of Beaumont			T				
Academy of Houston Charter	Academy of Houston	2		T				
Alphonso Crutch's - Life Support Center Charter	Alphonso Crutch's-Life Support Center			T				
American Academy of Excellence Charter	American Academy of Excellence			T	D			
Amigos Por Vida-Friends for Life Charter	Amigos Por Vida-Friends for Life			T				
Arlington ISD	Crow Elementary School			T				
Athens ISD	Athens High School				D	D/A		
Austin ISD	Blackshear Elementary School			T				
	Dobie Middle School		3	T				
	Johnston High School		3		D			
	Oak Springs Elementary School			T				
	Reagan High School		3		D			
Comquest Academy Charter	Comquest Academy			T				
Crockett ISD	Crockett Elementary School			T				
Dallas Advantage Charter	Dallas Advantage			T				
Dallas County Juvenile Justice Charter	Dallas County Juvenile Justice			T				
Dallas ISD	Ascher Silberstein Elementary School	2		T				
	Buckner Academy	2		T				
	Community Education Partnership			T				
	David G. Burnet Elementary School	2		T				
	Edward Titche Elementary School			T				
	Lakewood Elementary School			T				
	Margaret B. Henderson Elementary School			T				
	Nancy Moseley Elementary School			T				
	Nathaniel Hawthorne Elementary School			T				
	Sam Houston Elementary School	2		T				
Denton ISD[a]	Nelson Center			T				

continues

[a] Monitoring visit conducted by SACS.

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.	D/A	Desk audit due to 1st year dropout only.
3	District/campus has been rated low for 3 consecutive years.	AI	Low rating due to additional indicator problem(s).
T	Low rating due to TAAS performance.	C/C	Campus has been closed.
D	Low rating due to dropout performance.		

Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2001 (continued)

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Dickinson ISD	Dickinson High School				D	D/A		
Eagle Mt-Saginaw ISD[a]	Highland Middle School			T				
Eden Park Academy Charter	Eden Park Academy	2		T				
Faith Family Academy of Oak Cliff Charter	Faith Family Academy of Oak Cliff	2		T				
Focus Learning Academy Charter[a]	Focus Learning Academy			T				
Fort Stockton ISD	Fort Stockton High School				D	D/A		
Fruit of Excellence Charter	Fruit of Excellence School			T				
Gabriel Tafolla Charter	Gabriel Tafolla School	2		T	D			
Galena Park ISD	High Point High School				D	D/A		
Galveston ISD	Galveston Alternative Center for Education			T				C/C
George I. Sanchez Charter	George I. Sanchez High School				D	D/A		
Grand Prairie ISD[a]	Sam Houston Elementary School			T				
Gulf Shores Academy Charter	Gulf Shores Academy			T				
Harris County Juvenile Justice Charter	Burnett-Bayland Home			T				
	Harris County Juvenile Detention Center			T				
	Harris County Youth Village			T				
	Katy-Hockley Boot Camp			T				
Hearne ISD	Hearne High School				D	D/A		
Henderson ISD	Central Elementary School			T				
	Chamberlain Elementary School			T				
	Montgomery Elementary School			T				
Houston Gateway Academy Charter	Houston Gateway Academy			T				
Houston Heights Learning Academy Inc. Charter	Houston Heights Learning Academy			T				
Houston ISD	Grissom Elementary School			T				
	Yates High School				D	D/A		
Impact Charter	Impact Charter School			T				

continues

[a] Monitoring visit conducted by SACS.

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.	**D/A**	Desk audit due to 1st year dropout only.
3	District/campus has been rated low for 3 consecutive years.	**AI**	Low rating due to additional indicator problem(s).
T	Low rating due to TAAS performance.	**C/C**	Campus has been closed.
D	Low rating due to dropout performance.		

Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2001 (continued)

		Rating						
District	**Campus**	**2**	**3**	**T**	**D**	**D/A**	**AI**	**C/C**
Jacksonville ISD	Jacksonville Middle School			T				
	Joe Wright Elementary School	2		T				
Jamie's House Charter	Jamie's House Charter School			T				
Jesse Jackson Academy Charter	Jesse Jackson Academy	2		T	D			
La Pryor ISD	La Pryor Middle School			T				
Liberty ISD[a]	Liberty Middle School			T				
Lockhart ISD	Camp Comanche			T				
Marfa ISD	Redford Elementary School			T				
Marlin ISD	Marlin Elementary School			T				
Midland Academy Charter	Midland Advantage Charter School			T				
Northwest Mathematics, Science, and Language Academy Charter	Northwest Mathematics, Science, and Language Academy	2		T				
Nova Charter	Nova Charter School	2		T				
Pegasus Charter	Pegasus Charter High School			T				
Prepared Table Charter	Prepared Table Charter School			T				
Radiance Academy of Learning Charter	Radiance Academy of Learning			T				
	Radiance Academy of Learning-West Lake			T				
Rio Grande City Consolidated ISD	Rio Grande City High School				D	D/A		
Rylie Faith Family Academy Charter	Rylie Faith Family Academy	2		T				
San Antonio ISD	Gonzales Achievement Center			T				
	Henry Carroll Elementary School			T				
School of Excellence in Education Charter	Nehemiah Institute			T				
Shekinah "Radiance" Academy Charter	Shekinah "Radiance" Academy			T				
Somerville ISD	Somerville Elementary School	2		T				
Tekoa Academy Charter	Tekoa Academy			T				
Texarkana ISD	Dunbar Elementary School	2		T				
	Fifteenth Street Elementary School			T				

continues

[a] Monitoring visit conducted by SACS.

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.
3	District/campus has been rated low for 3 consecutive years.
T	Low rating due to TAAS performance.
D	Low rating due to dropout performance.
D/A	Desk audit due to 1st year dropout only.
AI	Low rating due to additional indicator problem(s).
C/C	Campus has been closed.

Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2001 (continued)

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Tornillo ISD	Tornillo Elementary School			T				
	Tornillo Middle School	2		T				
Tyler ISD	John Tyler High School				D	D/A		
University Charter	Miracle Farm			T				
	Settlement Home			T				
Valley High Charter	Valley High School	2		T	D			
Victoria ISD	Juvenile Detention Center			T				
Wichita Falls ISD	Wichita Falls High School				D	D/A		
Wilmer-Hutchins ISD	Kennedy-Curry Middle School	2		T				
Winona ISD	Winona Elementary School			T				
Alternative Campuses Rated AE: Needs Peer Review								
Bandera ISD	Challenge High School				D			
Blessed Sacrament Academy Charter	Blessed Sacrament Academy	2			D			
Building Alternatives Charter	Building Alternatives Charter School	2			D		AI	
Coastal Bend Youth City Charter	Coastal Bend Youth City Charter School						AI	
Copperas Cove ISD	Crossroads						AI	
Corpus Christi ISD	Alternative High School Center						AI	
Dallas ISD	Language Academy			T				
Eagle Advantage Charter	Eagle Advantage School	2					AI	
Eagle Project (Brownsville) Charter	Eagle Project (Brownsville)			T				
Eagle Project (Bryan) Charter	Eagle Project (Bryan)				D			
Eagle Project (Dallas) Charter	Eagle Project (Dallas)				D			
Eagle Project (Fort Worth) Charter	Eagle Project (Fort Worth)			T				
Eagle Project (Pharr-McAllen) Charter	Eagle Project (Pharr-McAllen)				D			
Eagle Project (San Antonio II) Charter	Eagle Project (San Antonio II)				D			
Eagle Project (Texarkana) Charter	Eagle Project (Texarkana)				D			

continues

[a] Monitoring visit conducted by SACS.

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.
3	District/campus has been rated low for 3 consecutive years.
T	Low rating due to TAAS performance.
D	Low rating due to dropout performance.
D/A	Desk audit due to 1st year dropout only.
AI	Low rating due to additional indicator problem(s).
C/C	Campus has been closed.

Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2001 (continued)

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Edgewood ISD	Above and Beyond High School						AI	C/C
	Accelerated Learning School						AI	
Erath Excels Academy Inc. Charter	Erath Excels Academy Inc.			T	D			
Fabens ISD	Fabens ALTA Program				D			
Gateway (Student Alternative Program Inc.) Charter	Gateway (Student Alternative Program Inc.)	2			D		AI	
Honors Academy Charter	Day Top Village/Dallas						AI	
	Day Top Village/Pine Mountain						AI	C/C
	Destiny High School						AI	
	East Fort Worth Montessori						AI	
	Excel Academy						AI	
	Legacy High School						AI	
	Meridell Achievement Center						AI	C/C
	Metro School						AI	
	The Echelon						AI	
	Y W High School						AI	
I Am That I Am Academy Charter	I Am That I Am Academy			T				
Killeen-Richard Milburn Alternative High School Charter	Killeen-Richard Milburn Alternative High School	2		T				
Lake Worth ISD	Anne Mansfield Sullivan Alternative High School						AI	
La Vega ISD	OPTIONS						AI	
Longview ISD	Meadow Pines Alternative Center			T			AI	
Mesquite ISD	Mesquite Academy			T				
Mid-Valley Academy Charter	Mid-Valley Academy				D			
Paso Del Norte Charter	Paso Del Norte Charter School	2					AI	
Raven School Charter	Raven School	2		T				
Sentry Technology Preparatory School Charter	Sentry Technology Preparatory School	2			D			
South Plains Charter	South Plains Charter School			T				
Veribest ISD	Roy K. Rob Post Adjudication Center						AI	

continues

*Monitoring visit conducted by SACS.

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2 District/campus has been rated low for 2 consecutive years.
3 District/campus has been rated low for 3 consecutive years.
T Low rating due to TAAS performance.
D Low rating due to dropout performance.
D/A Desk audit due to 1st year dropout only.
AI Low rating due to additional indicator problem(s).
C/C Campus has been closed.

Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2001 (continued)

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Waco ISD	OPTIONS						AI	
Campuses Rated Low Performing (LP) or AE: Needs Peer Review (NPR) for Two or More Consecutive Years								
Academy of Accelerated Learning, Inc. Charter School	Academy of Accelerated Learning High School (NPR/LP)							
Austin ISD	Huston-Tillotson GED (LP/NPR/NPR)							C/C
Positive Solutions Charter School	Positive Solutions Charter School (NPR/LP)							
Transformative Charter Academy	Transformative Charter Academy (NPR/LP)							

[a] Monitoring visit conducted by SACS.

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.
3	District/campus has been rated low for 3 consecutive years.
T	Low rating due to TAAS performance.
D	Low rating due to dropout performance.
D/A	Desk audit due to 1st year dropout only.
AI	Low rating due to additional indicator problem(s).
C/C	Campus has been closed.

Appendix 7-B. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2002

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Academically Unacceptable Districts								
Avalon ISD				T				
Calvert ISD				T				
Cleveland ISD				T				
Diboll ISD					D	D/A		
Fairfield ISD				T				
Goree ISD				T				
Holliday ISD				T				
La Gloria ISD				T				
Mirando City ISD				T				
Morgan ISD				T				
Novice ISD				T				
Premont ISD				T				
Runge ISD				T				
San Diego ISD				T				
Sierra Blanca ISD				T				
Slidell ISD				T				
Low Performing Campuses **Campuses listed below, with a few exceptions, to receive an Accreditation visit or desk audit during 2002-2003.**								
A+ Academy Charter	A+ Academy			T				
Academy of Houston Charter	Academy of Houston		3	T				
Academy of Skills & Knowledge Charter	Academy of Skills & Knowledge			T				
Alief ISD	Hearne Elementary			T				
Alpine ISD	Alpine Middle			T				
American Academy of Excellence Charter	American Academy of Excellence	2		T				
Amigos Por Vida-Friends for Life Charter	Amigos Por Vida-Friends for Life	2		T				

continues

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.
3	District/campus has been rated low for 3 consecutive years.
T	Low rating due to TAAS performance.
D	Low rating due to dropout performance.
D/A	Desk audit due to 1st year dropout only.
AI	Low rating due to additional indicator problem(s).
C/C	Campus has been closed.

Appendix 7-B. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2002 (continued)

		Rating						
District	**Campus**	**2**	**3**	**T**	**D**	**D/A**	**AI**	**C/C**
Arlington ISD	Carter Junior High School			T				
Austin ISD	Oak Springs Elementary School	2		T				
	Pearce Middle School			T				
	Sims Elementary School			T				
	Travis County Juvenile Detention Center			T				
Avalon ISD	Avalon School			T				
Axtell ISD	Waco Center for Youth			T				
Bastrop ISD	Cedar Creek Intermediate/Middle School			T				
Beaumont ISD	Central Senior High School				D	D/A		
Benji's Special Education Academy Charter	Benji's Special Education Academy			T				
Brazos School for Inquiry & Creativity Charter	Brazos School for Inquiry & Creativity			T				
Bryan ISD	Jane Long			T				
Calvert ISD	Calvert High School			T				
Career Plus Learning Academy Charter	Career Plus Learning Academy			T				
Carrollton-Farmers Branch ISD	Kathryn S. McWhorter Elementary School			T				
Cedar Ridge Charter School	Cedar Ridge Charter School			T				
Cleburne ISD	Washington Education Center			T				
Cleveland ISD	Cleveland Junior High School			T				
	Northside Elementary School			T				
	Southside Primary School			T				
Clint ISD	Carroll T. Welch Middle School			T				
Coastal Bend Youth City Charter	Coastal Bend Youth City			T				
Conroe ISD	Juvenile Detention Center			T				
Crossroads Community Education Center Charter	Crossroads Community Education Center			T	D			
Dallas ISD	B H Macon Elementary School			T				
	Ben Milam Elementary School			T				
	City Park Elementary School			T				

continues

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.	**D/A**	Desk audit due to 1st year dropout only.
3	District/campus has been rated low for 3 consecutive years.	**AI**	Low rating due to additional indicator problem(s).
T	Low rating due to TAAS performance.	**C/C**	Campus has been closed.
D	Low rating due to dropout performance.		

Appendix 7-B. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2002 (continued)

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
	D A Hulcy Middle School			T				
	Edna Rowe Elementary School			T				
	George W. Truett Elementary School			T				
	Harry C. Withers Elementary School			T				
	Hospital/Home-Bound				D	D/A		
	James S. Hogg Elementary School			T				
	John F. Peeler Elementary School			T				
	Margaret B. Henderson Elementary School	2		T				
	North Dallas High School			T				
	Onesimo Hernandez Elementary School			T				
	Sam Houston Elementary School		3	T				
	W A Blair Elementary School			T				
Diboll ISD	Diboll High School				D	D/A		
Ector County ISD	Alternative Education Center			T				
Edgewood ISD	Edgewood Academy			T				
El Paso ISD	Austin High School				D	D/A		
El Paso School of Excellence Charter	El Paso School of Excellence			T				
Elgin ISD	Elgin Elementary School			T				
	Elgin Primary School			T				
Fort Worth ISD	Eastern Hills High School				D	D/A		
	North Side High School				D	D/A		
	O D Wyatt High School				D	D/A		
	Paschal High School				D	D/A		
Galveston ISD	Rosenberg Elementary School			T				
Gateway Charter Academy	Gateway Charter Academy			T				
George I. Sanchez Charter	George I. Sanchez - GED				D			
Goree ISD	Goree School			T				
Grand Prairie ISD	Johnson Elementary School			T				
Guardian Angel Performance Academy Charter	Guardian Angel Performance Academy			T				
Hearne ISD	Blackshear Elementary School			T				
	East Side Elementary School			T				
	Hearne Junior High School			T				

continues

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.	**D/A**	Desk audit due to 1st year dropout only.
3	District/campus has been rated low for 3 consecutive years.	**AI**	Low rating due to additional indicator problem(s).
T	Low rating due to TAAS performance.	**C/C**	Campus has been closed.
D	Low rating due to dropout performance.		

Appendix 7-B. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2002 (continued)

		Rating						
District	Campus	2	3	T	D	D/A	AI	C/C
Hillsboro ISD	Hillsboro Junior High School			T				
Honors Academy Charter	Metro School			T				
Houston ISD	Banneker-McNair Math/Science Academy			T				
	Eleanor Tinsley Elementary School			T				
	Jones High School				D	D/A		
	M C Williams Middle School			T				
	Ryan Middle School			T				
	Sam Houston High School				D	D/A		
	Waltrip High School				D	D/A		
I Am That I Am Academy Charter	I Am That I Am Academy	2		T				
Inspired Vision Academy Charter	Inspired Vision (PK-12)			T				
	Inspired Vision Academy (PK-6)			T				
Jesse Jackson Academy Charter	Jesse Jackson Academy		3		D			
Judson ISD	Park Village Elementary School			T				
Katherine Anne Porter School Charter	Katherine Anne Porter School at Blanco			T				
Knox City-O'Brien ISD	Knox City Elementary School			T				
La Gloria ISD	La Gloria Elementary School			T				
Lewisville ISD	Hedrick Middle School			T				
Lubbock ISD	Alderson Academy			T				
	Bozeman Primary Academy			T				
	Parkway Primary Academy			T				
Lytle ISD	Lytle Junior High School			T				
Magnolia ISD	Cedric C Smith			T				
Manor ISD	Decker Elementary School			T				
	Manor Middle School			T				
Marfa ISD	Redford Elementary School	2		T				
Marlin ISD	Marlin Elementary School	2		T				
McCullough Academy of Excellence Charter	McCullough Academy of Excellence			T				
Medical Center Charter School	Medical Center Charter School, Southwest			T				

continues

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.	D/A	Desk audit due to 1st year dropout only.
3	District/campus has been rated low for 3 consecutive years.	AI	Low rating due to additional indicator problem(s).
T	Low rating due to TAAS performance.	C/C	Campus has been closed.
D	Low rating due to dropout performance.		

Appendix 7-B. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2002 (continued)

		Rating						
District	**Campus**	**2**	**3**	**T**	**D**	**D/A**	**AI**	**C/C**
Mirando City ISD	Mirando Elementary School			T				
Morgan ISD	Morgan School			T				
Nacogdoches ISD	Marshall Elementary School			T				
	Raguet Elementary School			T				
North Forest ISD	Smiley High School				D	D/A		
	Tidwell Elementary School			T				
Northwest Mathematics, Science, and Language Academy Charter	Northwest Mathematics, Science, and Language Academy		3	T				
Novice ISD	Novice School			T				
One Stop Multiservice Charter School	One Stop Multiservice Edinburg			T				
Palestine ISD	Northside Primary School			T				
	Southside Primary School			T				
	Story Elementary School			T				
Port Arthur ISD	Austin High School			T				
Premont ISD	Premont Junior High School			T				
Prepared Table Charter School	Prepared Table	2		T				
	East Campus			T				
Quinlan ISD	C B Thompson Middle School			T				
Richard Milburn Academy Charter (Beaumont)	Richard Milburn Academy (Beaumont)			T	D			
Richardson ISD	Forest Meadow Junior High School			T				
Round Rock ISD	Bluebonnet Elementary School			T				
Royse City ISD	Alternative Learning Center				D	D/A		
Runge ISD	Runge High School			T				
Rylie Faith Family Academy Charter	Rylie Faith Family Academy		3	T				
San Antonio ISD	Cameron Elementary School			T				
	Carvajal Elementary School			T				
	Cooper Middle School			T				
	Douglass Elementary School			T				
	Harris Middle School			T				
	M L King Middle School			T				

continues

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.	**D/A**	Desk audit due to 1st year dropout only.
3	District/campus has been rated low for 3 consecutive years.	**AI**	Low rating due to additional indicator problem(s).
T	Low rating due to TAAS performance.	**C/C**	Campus has been closed.
D	Low rating due to dropout performance.		

Appendix 7-B. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2002 (continued)

		Rating						
District	**Campus**	**2**	**3**	**T**	**D**	**D/A**	**AI**	**C/C**
	Pershing Elementary School			T				
	Wheatley Middle School			T				
San Antonio School for Inquiry & Creativity Charter	San Antonio School for Inquiry & Creativity			T				
San Diego ISD	Bernarda Jaime Junior High School			T				
School of Excellence in Education Charter	Alpha II			T				
	School of Excellence in Education			T				
Sierra Blanca ISD	Sierra Blanca School			T				
Slidell ISD	Slidell High School			T				
Spring Branch ISD	Woodview Elementary School			T				
Taylor ISD	Naomi Pasemann Elementary School			T				
Tekoa Academy Charter	Tekoa Academy	2		T				
	Tekoa Academy Marshall			T				
Temple ISD	Bonham Middle School			T				
Texas Academy of Excellence Charter	Texas Academy of Excellence			T				
Texas Empowerment Academy Charter	Texas Empowerment Academy			T				
Tornillo ISD	Tornillo Middle School		3	T				
United ISD	Juarez/Lincoln Elementary School			T				
	United Step Academy			T				
Valley High Charter	Valley High School		3	T	D			
Victoria ISD	Memorial High School Senior Campus				D	D/A		
Wa-Set Preparatory Academy Charter	Wa-Set Preparatory Academy			T				
Waco ISD	Brazos Middle School			T				
	Waco High School				D	D/A		
Ysleta ISD	Riverside High School			T				
Zapata County ISD	Zapata North Elementary School			T				
	Zapata South Elementary School			T				
Alternative Campuses Rated AE: Needs Peer Review **Campuses listed below, with a few exceptions, to receive an NPR visit during 2002-2003.**								
Academy of Careers and Technologies Charter	Academy of Careers and Technologies						AI	

continues

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.
3	District/campus has been rated low for 3 consecutive years.
T	Low rating due to TAAS performance.
D	Low rating due to dropout performance.
D/A	Desk audit due to 1st year dropout only.
AI	Low rating due to additional indicator problem(s).
C/C	Campus has been closed.

Appendix 7-B. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2002 (continued)

District	Campus	Rating 2	3	T	D	D/A	AI	C/C
Alpha Charter School	Alpha Charter School						AI	
Alphonso Crutch's-Life Support Center Charter	Alphonso Crutch's-Life Support Center	2		T			AI	
Angleton ISD	Marshall Education Center						AI	
Beeville ISD	Learning Resource Center						AI	
Comal ISD	Comal Leadership Institute						AI	
Dumas ISD	CHAMPS						AI	
Eagle Project Charter (Beaumont)	Eagle Project (Beaumont)	2		T			AI	
Eagle Project Charter (Brownsville)	Eagle Project (Brownsville)	2		T	D		AI	
Eagle Project Charter (Bryan)	Eagle Project (Bryan)	2		T	D		AI	
Eagle Project Charter (Dallas)	Eagle Project (Dallas)	2		T	D		AI	
Eagle Project Charter (Del Rio)	Eagle Project (Del Rio)	2		T	D		AI	
Eagle Project Charter (Lubbock)	Eagle Project (Lubbock)	2		T			AI	
Eagle Project Charter (Midland)	Eagle Project (Midland)	2		T	D		AI	
Eagle Project Charter (San Antonio II)	Eagle Charter School - San Antonio			T	D		AI	
Eagle Project Charter (San Antonio II)	Eagle Project (San Antonio II)	2		T	D		AI	
Eagle Project Charter (Tyler)	Eagle Project (Tyler)	2		T	D		AI	
Eden Park Academy Charter	Eden Park Academy		3	T			AI	
Edgewood ISD	Competency Based High School						AI	
El Paso Academy East Charter	El Paso Academy East						AI	
Elgin ISD	Phoenix Learning Center						AI	
Fabens ISD	Fabens ALTA Program	2		T			AI	
Gabriel Tafolla Charter School	Gabriel Tafolla Charter School		3	T	D		AI	
George I. Sanchez Charter High School	George I. Sanchez Charter High School – San Antonio						AI	
Gulf Shores Academy Charter	Gulf Shores Academy	2					AI	
	Gulf Shores Charter at Covenant House						AI	

continues

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.
3	District/campus has been rated low for 3 consecutive years.
T	Low rating due to TAAS performance.
D	Low rating due to dropout performance.
D/A	Desk audit due to 1st year dropout only.
AI	Low rating due to additional indicator problem(s).
C/C	Campus has been closed.

Appendix 7-B. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2002 (continued)

		Rating						
District	**Campus**	**2**	**3**	**T**	**D**	**D/A**	**AI**	**C/C**
Honors Academy Charter	Honors Academy						AI	
	Landmark School						AI	
	Legacy High School	2					AI	
	The Echelon	2					AI	
Houston Gateway Academy Charter	Houston Gateway Academy	2		T			AI	
Houston Heights Learning Academy Inc. Charter	Houston Heights Learning Academy Inc.	2		T			AI	
Houston ISD	Kay On-Going Education Center High School				D	D/A		
	Ninth Grade Academy						AI	
Kenedy ISD	Karnes County Academy				D	D/A		
Longview ISD	Meadow Pines Alternative Center	2		T			AI	
Lufkin ISD	Stubblefield Learning Center	2		T			AI	
Marion ISD	Career Academy						AI	
Midland Academy Charter School	Midland Advantage Charter School	2		T			AI	
Nacogdoches ISD	Accelerated Learning Center						AI	
New Frontiers Charter School	New Frontiers Charter School						AI	
North Houston High School for Business Charter	North Houston High School for Business						AI	
Oak Cliff Academy Charter (Dallas)	Oak Cliff Academy (Dallas)	2		T			AI	
Panola Charter School	Panola Charter School						AI	
Paradigm Accelerated Charter School	Paradigm Accelerated School						AI	
Radiance Academy of Learning Charter	Radiance Academy of Learning – West Lake	2		T			AI	
Richard Milburn Alternative High School Charter - Lubbock	Richard Milburn Alternative High School - Lubbock						AI	
Sentry Technology Preparatory School Charter	Sentry Technology Preparatory School		3	T	D			
Texas Serenity Academy Charter - Bayshore	Texas Serenity Academy - Bayshore						AI	
The Education Center Charter	The Education Center at Little Elm						AI	
	The Education Center at The Colony						AI	

continues

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.
3	District/campus has been rated low for 3 consecutive years.
T	Low rating due to TAAS performance.
D	Low rating due to dropout performance.
D/A	Desk audit due to 1st year dropout only.
AI	Low rating due to additional indicator problem(s).
C/C	Campus has been closed.

Appendix 7-B. Academically Unacceptable Districts, Low Performing Campuses/Charters, and AE: Needs Peer Review Campuses/Charters, 2002 (continued)

District	Campus	Rating 2	3	T	D	D/A	AI	C/C
Tovas - Tactile Oral Visual Alternative System Charter	Tovas - Tactile Oral Visual Alternative System						AI	
Transformative Charter Academy	Transformative Charter Academy		3		D		AI	
Veribest ISD	Roy K. Rob Post Adjudication Center	2		T			AI	
Victoria ISD	Juvenile Detention Center	2		T			AI	
Vidor ISD	A I M S Center High School						AI	
Winfree Academy Charter	Winfree Academy Charter School Richardson						AI	
Winfree Academy Charter	Winfree Academy Charter School Irving						AI	
Ysleta ISD	Cesar Chavez Academy						AI	

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

2	District/campus has been rated low for 2 consecutive years.
3	District/campus has been rated low for 3 consecutive years.
T	Low rating due to TAAS performance.
D	Low rating due to dropout performance.
D/A	Desk audit due to 1st year dropout only.
AI	Low rating due to additional indicator problem(s).
C/C	Campus has been closed.

Appendix 7-C. Districts and Charter Schools Out of Compliance with Special Education Criteria Based on 2002 SpECS

District or Charter School	Out of Compliance Since	District or Charter School	Out of Compliance Since
Sanctions Imposed			
Dallas ISD	12/6/2001	Sierra Blanca ISD	1/25/2002
West Houston Charter School	9/14/2001	Wilmer-Hutchins ISD	3/5/2001
Site Visit: Corrective Action Required (Unresolved)			
A W Brown-Fellowship Charter School	9/14/2001	Alphonso Crutch's-Life Support Center	4/12/2002
Amigos Por Vida-Friends for Life	4/12/2002	Beatrice Mayes Institute	1/11/2002
Benji's Special Education Academy	4/12/2002	Brazos School for inquiry & Creativity	8/31/2001
Crossroads Community Ed Center Charter	1/8/2001	Dallas County Juvenile Justice	2/8/2002
Eagle Project (Laredo II)	4/30/2001	Eagle Project (Texarkana)	8/31/2001
El Paso Academy East	9/14/2001	Focus Learning Academy	8/28/2000
Fruit of Excellence	12/11/2000	Guardian Angel Performance	1/18/2001
Impact Charter	1/25/2002	Jamie's House Charter School	2/8/2002
Kenny Dorham School for the Performing Arts	11/13/2000	New Frontiers Charter School	3/19/2001
North Houston H S for Business	1/25/2002	Port Aransas ISD	2/8/2002
Prepared Table	4/12/2002	Tekoa Academy	5/7/2001
Texas Serenity Academy	4/9/2001	Valley High	2/8/2002
Wa-Set Preparatory Academy	3/8/2002		
Site-Visit: Corrective Action Required (Under Review by TEA)			
A+ Academy	10/19/2001	Alpha Charter School	11/16/2001
Austin ISD	8/31/2001	Balmorhea ISD	4/30/2001
Brownsville ISD	11/2/2001	Carrizo Springs Cons ISD	3/22/2002
Center Point ISD	11/2/2001	Coastal Bend Youth City	1/11/2002
Crystal City ISD	4/12/2002	Dallas CAN! Academy Charter	10/12/2001
Dawson ISD	4/26/2002	Dell City ISD	9/28/2001
El Paso School of Excellence	9/14/2001	George I Sanchez Charter HS	1/25/2002
Harmony Science Academy	1/11/2002	Hereford ISD	3/29/2002
Hondo ISD	4/5/2002	Kingsville ISD	3/29/2002
Lufkin ISD	9/21/2001	Masonic Home ISD	9/21/2001
McCullough Academy of Excellence	2/8/2002	Medina ISD	11/30/2001
Midland ISD	4/12/2002	Moody ISD	11/16/2001
Nacogdoches ISD	5/3/2002	Nova Charter School-Southeast	11/16/2001
Panola Charter School	3/18/2002	Paradigm Accelerated School	12/14/2001
Pasadena ISD	11/16/2001	Winfree Academy	12/14/2001
Pearsall ISD	3/8/2002	Richard Milburn Academy (Beaumont)	5/10/2002
San Antonio School for Inquiry & Creativity	9/28/2001	San Benito Cons ISD	9/28/2001
Scurry-Rosser ISD	10/15/2001	Sivells Bend ISD	4/26/2002
Texarkana ISD	11/16/2001	Treetops School International	10/1/2001
Venus ISD	3/8/2002	Wheeler ISD	10/5/2001

8. Status of the Curriculum

Since the adoption of a statewide curriculum—the essential elements—in 1984, Texas has continued to increase the rigor of student knowledge and skills and raise the standards of student achievement. A new curriculum, the Texas Essential Knowledge and Skills (TEKS), codified in the Texas Administrative Code (TAC) Title 19 Chapters 110–128, became effective in all content areas and grade levels on September 1, 1998. The TEKS replaced 19 TAC Chapter 75 Curriculum, Subchapters B-D, which contained the essential elements. The State Board of Education (SBOE) repealed the essential elements in May 1998. The state continues to promote rigorous and high standards by:

- facilitating the implementation of the TEKS in all classrooms in the state;
- adopting textbooks aligned to the TEKS;
- aligning the statewide assessment to the TEKS; and
- aligning the graduation requirements to the new statewide assessment, the Texas Assessment of Knowledge and Skills (TAKS), to be implemented in 2003.

By law and SBOE rule, the TEKS in the foundation areas of English language arts and reading, mathematics, science, and social studies are required for use in instruction and statewide assessment. Those in the enrichment areas are to be used to guide instruction.

The Texas Essential Knowledge and Skills in the Subject Areas

English Language Arts and Reading

The TEKS in reading and English language arts emphasize such important basic skills as handwriting, spelling, grammar, language usage, and punctuation. Through listening, speaking, reading, writing, viewing, and representing, Texas students use their skills in reading and language arts in purposeful ways. Texas students at all grade levels are asked to inquire into important subject areas, to make connections across books and content, to evaluate others' work as well as their own, to synthesize information gleaned from text and talk, and to produce their own error-free texts and visual representations.

The curriculum continues to emphasize an integrated approach to reading instruction. Students learning to read are assessed for their ability to segment and manipulate phonemes in spoken language as well as their ability to understand the relationship between letters and sounds. Instruction in the area of word identification is balanced with such comprehension strategies as predicting, self-monitoring, and rereading. Students learn these skills in literature-rich classrooms.

Textbook adoptions in 1999 and 2000 included language arts and reading for Grades K–5, literature for Grades 6–12, language arts and composition for Grades 2–12, and all the English language arts electives. These textbooks reflect the integration of the language arts (listening, speaking, reading, written composition, handwriting, spelling, and mechanics of writing) as well as an integrated approach to reading. The introduction to the English Language Arts TEKS explains this philosophy.

TEA has continued using federal grant money to fund the Texas Center for Reading and Language Arts (TCRLA) at the University of Texas at Austin. The center provides professional development, instructional materials, and student assessment measures aligned with the TEKS. In the past two years, the TCRLA has developed professional development guides and resources focusing on secondary reading, including reading in the content areas, implementing the reading TEKS in ninth-grade instruction, fluency, and vocabulary. In addition, the center developed the "red book series," a set of five color-coded booklets on various aspects of the reading process. A sixth booklet on dyslexia is currently being developed. The center, in collaboration with agency staff, has developed training materials and trained education service center (ESC) trainers for the Kindergarten-, First-, and Second-Grade Teacher Reading Academies. The Center for Academic and Reading Skills (CARS) took the lead in developing the Third-Grade Teacher Reading Academy.

TEA also funded a professional development project focused on writing instruction. Staff at ESC Region IV worked with agency staff and a team of teachers from across the state to develop a two-day session entitled *Effective Writing Instruction for All Students* and conducted three training-of-trainer sessions for ESC trainers and representatives from large school districts. The materials included a training manual and a resource book of lessons, forms, and templates that teachers can use in the classroom. In addition, TEA formed a partnership with the Texas Cable and Telecommunications Association to produce materials to assist teachers in implementing the Viewing and Representing TEKS at the middle and high school levels. Dr. Renee Hobbs, nationally known media literacy specialist, and a team of teachers from across the state developed two books that include thematic units and specific lessons with an accompanying videotape of media resources.

All ESCs have designated reading liaisons and dyslexia contact persons. The reading liaisons work closely with the TCRLA, CARS, the Statewide Initiatives Division at ESC Region XIII in Austin, the Reading and Language Arts Division at ESC Region IV in Houston, and the Dyslexia Center at ESC Region X in Richardson. Professional development institutes in reading, developed by TCRLA and CARS, and delivered through a statewide network of master trainers, enable these reading liaisons to help districts implement the TEKS, as well as the Texas Reading Initiative. Dyslexia contact staff collaborates with statewide dyslexia coordinators at ESC Region X. Through professional development efforts led by staff at ESC Region X, the dyslexia contact staff members are able to provide information and training throughout the state.

Texas Reading Initiative (TRI)

In January 1996, Governor George W. Bush challenged Texans to focus on the most basic of education goals—teaching children to read. The goal the governor set for the state was that all students should be able to read on grade level or higher by the end of third grade and continue to read on grade level or higher throughout their schooling. The agency, in collaboration with the State Board for Educator Certification (SBEC), ESCs, school districts, and teacher education programs, has undertaken a multifaceted effort aimed at providing resources and knowledge to educators as they undertake the task of teaching children to read.

The first step in defining good practice was to clearly identify common ground on reading issues among the diverse range of agencies and organizations in the state with professional educational interest in, and perspectives on, reading. In spring 1996, the governor assembled representatives from various organizations to try to reach consensus on issues of good reading practice. These educators developed a set of basic principles for a balanced and comprehensive approach to reading instruction. These principles were published and distributed statewide in a brief pamphlet entitled *Good Practice: Implications for Reading Instruction–A Consensus Document of Texas Literacy Professional Organizations.*

In order to identify the components of effective reading programs and build on the consensus statement, agency staff began reviewing the large volume of scientific research on reading in an effort to identify critical components of reading instruction. The resulting booklet titled *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program* serves as a guide for administrators and teachers on implementing effective reading programs. The booklet describes 12 essential components of effective beginning reading programs. In addition to the 12 essential components, *Beginning Reading Instruction* also describes features of classrooms and campuses that support effective beginning reading instruction.

Early reading assessment is an important part of the reading initiative. TEC §28.006, enacted by the 75th Texas Legislature, requires school districts to measure the reading skills and comprehension development of students in Kindergarten and Grades 1 and 2 beginning with the 1998–99 school year. Collecting data early in the process allows educators to make informed and appropriate decisions about the instructional needs and objectives of students who are learning to read.

The commissioner of education adopted several instruments for measuring early reading development and made recommendations in the areas of administration, training, and local responsibilities. During the 2000-01 school year, the agency revised and published a new *Commissioner's List of Approved Early Reading Instruments* and *Reading Instruments Guide* for distribution to all Texas school districts. The guide is also available on the TEA web site.

The most frequently used early reading measure is the Texas Primary Reading Inventory (TPRI). The TPRI is an informal, individually-administered assessment that provides teachers with an additional tool for determining how well students are progressing as readers. The TPRI consists of a diagnostic screening and an inventory. The reading inventory section includes tasks that ask children to demonstrate their understanding of book and print awareness, phonemic awareness, graphophonemic knowledge, oral reading ability, and comprehension development.

Reading academies conduct a wide variety of programs to help districts meet the governor's challenge. Funds were allocated by the 75th Texas Legislature to establish intensive reading programs for students in Prekindergarten through Grade 8. The program goals and objectives include implementing research-based reading programs to prevent or remediate reading difficulties. This approach should involve parents, and is conducted preferably in an academy form that assesses reading skills and monitors and evaluates student learning. The grants were awarded in three rounds, beginning in August 1998, May 1999, and January 2001, respectively. Recipients of grants used the funds for a variety of programs including after-school reading academies, professional development for teachers, a Prekindergarten and Kindergarten language literacy laboratory, instructional staff, instructional and diagnostic materials, library reading materials, and family partnerships.

Involving parents in the education of their children is especially important in the early years. *Beginning Reading Instruction: Practical Ideas for Parents* has been developed in English and Spanish to provide parents with information and activities to use as they help their children learn to read. This document has been distributed to all elementary school principals and all local Parent-Teacher Association (PTA) presidents. In addition, the agency provided school districts with both English and Spanish versions of a parent brochure explaining the promotion requirements set forth by the 76th Texas Legislature in Senate Bill 4. Beginning in the 2002-03 school year, students in Grade 3 must pass the reading portion of TAKS before they can be promoted to the next grade level without the involvement of a grade placement decision-making committee. Students will have to pass both the reading and the mathematics sections of TAKS in Grade 5 in the 2004–05 school year and in Grade 8 in 2007-08 in order to be promoted without committee involvement.

A focus on professional development is essential for the initiative to be successful. TCRLA was selected to coordinate a system of teacher education and professional development in language arts. A web site provides teachers access to up-to-date information and a forum for discussion. TCRLA brings nationally known reading experts to Texas to serve as resources for the regional ESCs. TCRLA developed professional training programs for Kindergarten and first-grade teachers that focused on preventing reading failure. During both the 1999-00 and 2000-01 school years, training was provided for Kindergarten teachers. First-grade teachers were provided training during the 2000–01 school year, training for the second-grade teachers began in 2001, and second-grade and third-grade teacher training was initiated in the summer of 2002. Through extensive collaboration, this training was developed by TCRLA, CARS, and ESC Region IV, ESC Region XIII, and TEA. The professional development for all Texas teachers, Grades K-3, is delivered in four-day academies through the regional ESCs in a trainer-of-trainers model. The Online Professional Development, including Online Teacher Reading Academies and Reading Teacher Online Discussion Groups, continues to make this training accessible to all. Additional TCRLA special projects include the Texas Family Literacy Center, the Special Education Reading Project (SERP), and Texas Reading Leaders. The purpose of these projects is to continue supporting educators as they implement the TEKS and the Texas Reading Initiative goals. The research and evaluation component of the TCLRA has several projects that help educators use the TEKS in effective practices. Some of these projects include grouping for effective instruction, evaluation of the Texas Reading Academies, middle school comprehension studies, effective reading instruction for special education students, and ways in which research-based interventions are translated into classroom practice.

Each of the 20 regional ESCs has a Texas Reading Initiative liaison. These liaisons work through the Office of Statewide Initiatives and the Curriculum and Professional Development Division at TEA to distribute information about the reading initiative and answer questions from districts and campuses with regard to implementing the Texas Reading Initiative. The liaisons meet several times a year to receive training on the latest research in reading instruction, including implications for classroom instruction. Additionally, each ESC has a dyslexia liaison to work with the districts in their respective areas. The liaisons meet several times a year to receive updated information and to be trained.

House Bill 2307, implemented during the 76th Texas Legislature, established the Master Reading Teacher (MRT) Grant Program and MRT Certification. The program was initiated with $12,000,000 in funds and pays stipends for certified master reading teachers in designated positions at high-need campuses. The State Board of Educator Certification (SBEC) established standards for certification, approved MRT training entities, and developed frameworks for the certification examination, a pretest to be administered by training entities. SBEC approved 34 colleges and universities, 11 regional ESCs, and two districts as training entities. The agency identified high-need campuses in 370 districts. Some larger campuses qualified for two MRT stipends.

Senate Bill 4, implemented during the 76th Texas Legislature, required school districts to provide accelerated intensive reading instruction that addressed reading deficiencies as determined by the Grades K–2 reading instruments. The districts determine the form, content, and timing of these early intervention programs. In 1999–00, each school district in Texas received funds for Accelerated Reading Instruction Programs in Kindergarten, based on the number of students who did not pass the reading Texas Assessment of Academic Skills (TAAS) in Grade 3. During the 2000-01 school year, the program was expanded to Grade 1.

Bilingual Education/English as a Second Language

Instructional programs in bilingual education and English as a second language (ESL) serve students in Grades Prekindergarten-12 whose primary language is not English and who have been identified as limited English proficient (LEP) in accordance with state identification and assessment requirements (19 TAC §89.1225). More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 91 percent of homes where English is not the primary language. Other frequently reported primary student languages are Vietnamese, Urdu, Korean, Arabic, Mandarin, Cantonese, German, Laotian, and Cambodian. During the 2001-02 school year, 601,791 LEP students were identified in Texas.

Bilingual education and ESL programs seek to ensure that LEP students learn English and succeed academically in school. Students participating in these programs are provided linguistically-appropriate instruction. Instruction is cognitively appropriate in that creativity, problem solving, and other thinking skills are cultivated through mathematics, science, and social studies in the language that students understand.

The TEKS for Spanish Language Arts (SLA) and ESL are based on the principle that second language learners should be expected to achieve the same high academic standards as native English speakers. To demonstrate that students receiving instruction in SLA or ESL are learning the same knowledge and skills as students enrolled in English Language Arts, the SLA/ESL TEKS are placed side-by-side with the TEKS for English Language Arts and Reading in the TAC.

Since the adoption of the SLA and ESL TEKS, the agency has developed, in collaboration with ESC Region IV in Houston, two implementation guides. These guides, entitled *Bilingual/ESL TEKS - Elementary Professional Development Manual* and *Bilingual/ESL TEKS - Secondary Professional Development Manual*, explain the structure and content of the SLA/ESL TEKS document, and provide guidance on how to develop curriculum and lessons. Videotapes showing teachers implementing lessons and using different strategies to teach concepts in a variety of classroom environments were also developed and disseminated to districts statewide.

In July 1999, in collaboration with ESC Region IV, the agency produced professional development guides to help bilingual, ESL, and content area teachers whose classes included LEP students implement the TEKS in mathematics, science, and social studies. The *Elementary Professional Development Manual* provided resources for teaching the content area TEKS in Spanish within the context of bilingual education programs. It also provided resources and strategies for teaching these subjects using ESL and sheltered English approaches within the context of ESL programs or in mainstream classes with LEP students. The *Secondary Professional Development Manual* provided ESL approaches for instruction in middle and high school. A third professional development guide was created to help high school ESL teachers understand and implement the TEKS English I and English II for Speakers of Other Languages. As with the previous training materials, videos showing teachers implementing these strategies were also produced and disseminated statewide.

During the 2000-01 school year, two professional development guides were produced in collaboration with ESC Region IV. *Enhancing Instruction for Second Language Learners* resulted from a statewide need to enhance the acquisition of the TEKS by immigrant students and to increase their academic success on the TAAS. The guide provides resources for teachers in literacy development for bilingual/ESL students in Grades 3-8. *LEER MAS: Lectura y Escritura en Español con Recursos, Materiales, Apoyo, y Sugerencias* was developed to provide training materials as an extension of the Texas Teacher Reading Academy for the bilingual classroom. The guide provides additional Spanish resources to help implement the Prekindergarten Guidelines and Kindergarten- and First-Grade Teacher Reading Academies, and to align curriculum with assessment in Prekindergarten through first grade. Additional materials include videos of reading instruction in bilingual classrooms, parent training materials in English and in Spanish, and a CD-ROM.

Also in collaboration with ESC Region IV, the Texas Center for Bilingual/ESL Education web site was created to support the SLA/ESL and content area TEKS in classrooms with English language learners. The web site links users to the SLA and ESL TEKS and provides access to training manuals as well as information on professional development, program development, instruction and assessment, data and research, and legal and administrative rules.

During the 2001-02 school year, professional development materials and training-of-trainers materials were developed to assist secondary content area teachers with LEP students in their classes. *Building Connections in High School Content Areas Through Sheltered Instruction* provided training to teams of mathematics, science, social studies, English and ESL teachers on appropriate interventions for teaching second language learners enrolled in regular content area classes. The training includes content area lessons, instructional strategies, and recommendations for ongoing professional development. The module includes an administrative overview to help high school principals implement these processes on their campuses.

Mathematics

The state curriculum standards streamline the mathematics program and raise the level of rigor expected at each grade level and course. Although fewer topics are addressed at each grade level, they are studied in greater depth than under the essential elements. Now, fewer course options are available at the high school level than in previous years. The high school program is designed to ensure that each student completes a course sequence that is on or above grade level before completing high school. In 1994, the SBOE eliminated low-level high school mathematics courses, requiring all students in Texas to take Algebra I and two additional credits in mathematics, which can be selected from Geometry, Algebra II, Mathematical Models with Applications, or advanced level courses. Students can take advanced mathematics courses including Precalculus, Advanced Placement (AP) Calculus, AP Statistics, International Baccalaureate (IB) courses, and independent study courses. As a result of efforts to raise expectations, enrollment in and completion of core mathematics courses for the Recommended High School and Distinguished Achievement Programs have continued to increase. New requirements for graduation under the recommended program include Algebra I, Algebra II, and Geometry. Because the TAKS exit-level test, to be administered beginning in the 2002-03 school year, will include content from Algebra I and Geometry, minimum graduation requirements in mathematics include both courses, beginning with all students who entered ninth grade in 2001-02.

Professional development for teachers of mathematics is a critical component of implementing the TEKS. TEA contracted with the Charles A. Dana Center at the University of Texas at Austin to serve as the Center for Educator Development in mathematics. In October 1994, Texas received a four-year grant of $2 million per annum from the National Science Foundation (NSF) to support the Texas Statewide Systemic Initiative (Texas SSI) housed at the Dana Center. This project was funded for an additional five years beginning in 1998. The state of Texas provides $1 million in matching funds each year. The Texas SSI and the Center for Educator Development developed a Mathematics Tool Kit, an Internet resource, and a CD-ROM all of which include a wealth of activities and resources to assist teachers and administrators.

Additional professional development training and materials have been developed for mathematics through the Texas Teachers Empowered for Achievement in Mathematics and Science (TEXTEAMS) project funded by the federal Dwight D. Eisenhower Mathematics and Science Education Program. TEXTEAMS has produced 35 professional development modules for all levels of mathematics. Additionally, the project has developed five-day professional development institutes for teachers of students in Prekindergarten and Kindergarten, Grades 1-2, and Grades 3-5. At the secondary level, the professional development institutes include Rethinking Middle School Mathematics-Proportionality Across the TEKS, Algebraic Reasoning Across the TEKS, Numerical Reasoning Across the TEKS for Grades 6-8, and Geometry across the TEKS. Algebra I: 2000 and Beyond and Geometry for All are both available for Texas teachers. Algebra II/Precalculus, Rethinking Secondary Mathematics: Algebraic and Geometric Modeling, and Rethinking Secondary Mathematics: Geometry Across the TEKS are offered to all interested secondary teachers. Several new institutes under development for release in 2002 include Rethinking Secondary Mathematics-Statistical Reasoning Across the TEKS and an in-depth secondary mathematics institute. In addition, the Geometry and Algebra assessment resources with professional development are provided through TEXTEAMS. Operating on a trainer-of-trainers model, two representatives from each ESC and many from the larger districts have been trained to deliver each institute to teachers in their respective areas or districts. The ESCs have been instrumental in providing other professional development in implementing the TEKS.

Texas Math Initiative

In 2001, the 77th Texas Legislature passed House Bill 1144, which created the Texas Math Initiative, patterned after the state's reading initiative. The impetus for the new initiative came from a growing concern that Texas secondary students need a stronger foundation in problem solving, logic and reasoning skills, algebra, geometry, and calculus. The goals of the Initiative are to:

- identify best practices and proven research-based models for mathematics instruction;
- give teachers a clear understanding of the math skills expected of students and the best instructional practices to enhance student performance;
- bring together teachers, administrators, and math experts to build consensus on reform efforts;
- empower teachers, parents, and school districts to enact meaningful changes that will provide measurable results;
- provide alignment between the TEKS, textbooks, and assessments;

- recruit and retain more highly trained math teachers; and
- ensure that students are afforded the opportunity for responsive intervention and instruction if they fall behind their classmates in understanding basic mathematics concepts.

Research and evaluation efforts for the Texas Math Initiative will focus on the following:

- identify school districts and campuses that appear to perform consistently better than expected in preparing students for TAKS; and
- identify the characteristics, educational policies, and practices of those districts and campuses that help to explain their higher performances. The focus is upon middle school math performance. However, portions of the analysis also pertain to elementary school mathematics as well as reading performance both for middle schools and elementary schools.

Other new programs will include the following:

- a Master Mathematics Teacher Certificate to be created by the State Board of Educator Certification;
- professional development workshops for teachers to enhance the teaching of mathematics to students in Grades 5-8;
- math leadership training for vertical teams in school districts;
- a mathematics online diagnostic instrument that will help educators assess students' math skills, inform instructional practice and provide intervention for students working below grade level or struggling with math concepts;
- identification of pilot sites in each education service center region to provide district-based, intensive, after-school and summer mathematics instruction and intervention programs for students; and
- assistance for teachers in grading math homework and assessments.

Science

The landscape of science in Texas has been shaped by a shift to include more rigorous science content with the TEKS that have replaced the essential elements for science. While the essential elements focused entirely on science process skills, the TEKS emphasize both content and process skills. In keeping with the results and recommendations of the Third International Mathematics and Science Study (TIMSS), the science content is focused so that students investigate each topic in depth. The science skills that are developed are observation, problem solving, and critical thinking. In addition, the TEKS incorporate scientific investigation skills throughout the grades and integrate the science disciplines of life, earth, and physical sciences throughout the elementary and middle school grades. The TEKS also require that all high school science courses devote 40 percent of their time to laboratory and field investigations.

Student enrollment in and completion of higher-level science courses continues to increase with growth in enrollment in chemistry and physics courses, with the number of students successfully completing chemistry increasing from 129,558 in the 1999-00 school year to 150,708 in the 2000-01 school year. Physics enrollment increased during the same time period from 57,752 students to 66,213 students. The advanced science program consists of the AP and IB courses, which prepare students for the rigor of college science courses. In addition, six courses offered in conjunction with career and technology education can now be counted toward meeting high school graduation credits in science, further expanding the options for students.

The Science Center for Educator Development (CED) was reestablished through a competitive bid process in the spring and summer of 2000. The contract was awarded to ESC Region IV for the 2000-01 school year. The contract has been extended for the 2002-03 school year. In year one, the Science CED developed three professional development modules, called Bridging to TAKS, that target the needs of elementary and secondary teachers, as well as administrators, as they prepare for the TAKS. Trainer-of-trainer workshops were conducted on the Bridging to TAKS modules throughout the state. The Center also produced tools to align science concepts in the six "Promoting Academic Success in Science (PASS) Charts" that target elementary and secondary science. Under agency auspices, the Science CED convenes the new Texas Urban Science Council (TUSC), which assembles the science consultants from the 20 largest school districts in the state to discuss challenges in science education specific to large districts. Year two will focus on the development of an on-line tutor for asynchronous learning modules of the physics content in the Integrated Physics and Chemistry (IPC) course. The CED also provides professional development for laboratory and field investigations for Grades K-8, and a continuation of professional development in Bridging to TAKS II Fundamental Labs.

In addition to the work of the Science CED, the Statewide Systemic Initiative (SSI), located at the Charles A. Dana Center at the University of Texas at Austin, continues to provide training through TEXTEAMS on the science TEKS to science supervisors, ESC representatives, and teacher leaders in a trainer-of-trainers model. A revised TEXTEAMS IPC Institute will provide training on concepts found in the Integrated Physics and Chemistry course as well as the TAKS. A Biology Institute will be available in 2002. The SSI maintains a previously developed Science Tool Kit web page that provides schools with access to safety regulations, equipment recommendations, certification requirements, and other components of a high-quality science program. The Texas Safety Standards commissioned by TEA is available both in hard copy and on the Tool Kit web site, as well as the new Science Facilities Standards. In addition, the SSI sponsors several other programs that complement the TEKS implementation efforts of the agency, including an Informal Science Network and Building a Presence for Science. The SSI works closely with the Urban Systemic Initiatives and the Rural Systemic Initiative. During fall 2001, the Dana Center convened the first cadre of fellows of the Texas Academy of Science Education Leadership (TASEL). The main goal of TASEL is to provide fellows with knowledge of research and best practice in critical skills and strategies for effective leadership.

The Comprehensive Assessment Training in Science (CATS) project, funded by the agency, focuses on tools for teacher quality and student success in a series of teacher-as-leader workshops. The CATS Administrative Symposia were conducted at 10 locations throughout the state by the Center for Leadership in Science, Mathematics, and Technology at the Alamo Community College District. The CATS Institutes provided over 1,700 teachers, supervisors, and others with information and skills in vertical alignment of curriculum, coherence in assessment, instruction, and curriculum, technology training and Internet support. The Center for Leadership also conducts the Texas Science Summit and supports the Texas Science Hall of Fame.

The Texas Regional Collaboratives for Excellence in Science Teaching, funded by federal Dwight D. Eisenhower Mathematics and Science Education Program funds, have the goal of empowering teachers to lead systemic reform in science education. This is done through high quality, sustained, and intensive mentoring that includes 105-130 contact hours with educators and teacher leaders in each of the 20 collaboratives throughout the state. This award-winning program focuses on strengthening content and pedagogy for teachers. The regional collaboratives also provide staff development on the Science TEKS and the new science framework. Many collaboratives offer graduate courses for teachers leading to a masters degree in science. The regional collaboratives have forged strong ties with business partners that enable them to provide state-of-the-art technology training to their teachers and other educators.

The Texas Environmental Education Advisory Committee (TEEAC) continues to increase professional development sites for teachers through museums, zoos, nature centers, and other science-based community resources. More than 130 TEEAC sites provide professional development in environmental education to Texas teachers. TEEAC representatives receive training in implementing the science TEKS. The *Eye on Earth* television program produced by the T-STAR television network provides teachers with resources from state natural resource agencies that will help implement the TEKS.

A new initiative, the Texas Strands Project, supports schools that will use their communities as contexts for learning. Science staff from the agency also convenes the Executive Consortium made up of the leaders in professional development programs throughout the state. The Consortium is brought together to coordinate professional development initiatives in science. Invited to participate are directors of major professional development initiatives in the state, including the leadership of the Texas Rural Systemic Initiative, the Houston Urban Systemic Initiative (HuLinc), as well as the Southwest Education Development Laboratory Director. Together, this group ensures that professional development in science is a coordinated effort that shares a common vision of implementation of the TEKS to ensure student success on the TAKS, with an ultimate goal of scientifically literate graduates.

In April 2002, Governor Rick Perry announced his proposal that a Science Initiative, similar to the reading and math initiatives, be considered during the 2003 legislative session.

Social Studies

The Social Studies TEKS in all grade levels and courses include strands in history, geography, economics, government, citizenship, culture, science technology and society, and social studies skills. The eight strands are integrated for instructional purposes across Grades K-12, with the history and geography strands establishing a sense of time and place. The skills strand, in particular, engages students in a greater depth of understanding of complex content material through analyzing primary and secondary sources and applying critical-thinking and decision-making skills. In addition, the science technology and society strand provides students with an opportunity to evaluate how major scientific and technological discoveries and innovations have affected societies throughout history.

Elective courses are included in the Social Studies TEKS. For example, Special Topics in Social Studies and Social Studies Research Methods are one-semester elective courses. Students may repeat these courses with different course content for state graduation credits. Another new elective course is Social Studies Advanced Studies, developed for students who are pursuing the Distinguished Achievement Program (DAP). This course is intended to guide students as they develop, research, and present the mentorship or independent study advanced measure required under this more rigorous graduation plan.

The Social Studies TEKS are clearer and more specific than were the essential elements. An example of the increased specificity of the Social Studies TEKS can be seen by comparing the requirements at Grade 4 from the essential elements and from the TEKS regarding the Texas Revolution. The essential elements stated that students should have the opportunity to "explain basic facts about the founding of Texas as a republic and state," as compared to the TEKS, which state that students should "analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto."

At its September 2000 meeting, the SBOE approved two new courses—AP Human Geography and AP World History. Districts implemented these courses in the 2001-02 school year. AP World History may be substituted for World History Studies, and districts have the option of offering AP Human Geography either as a one-half credit elective course or a one-credit course that could substitute for World Geography Studies.

To provide social studies educators with the professional development necessary to implement the TEKS, the agency established the Social Studies Center (SSC), jointly directed by staff at Texas A&M University and ESC Region VI in Huntsville in collaboration with Sam Houston State University. The SSC has worked with teams of trainers from each of the 20 ESCs. Training for the teams has centered on appropriate content and pedagogy that supports the Social Studies TEKS and helps districts prepare for the new statewide TAKS tests in social studies.

In spring and summer 2002, SSC staff also sponsored two TAKS Content Institutes in U.S. History, World Geography/World History correlations, and social studies/English language arts connections. One series was held during the spring, the other in July. Plans include additional institutes at regional ESCs during 2002-03.

The SSC continues to encourage cooperation and collaboration with ESC social studies representatives through regularly scheduled meetings.

Collaborative projects continue among agency social studies staff and a number of organizations desiring to provide curriculum materials and professional development opportunities for social studies teachers. These projects include the Texas Environmental Education Advisory Committee, the Institute of Texan Cultures, the Bob Bullock Texas State History Museum, and the Law Related Education division of the State Bar of Texas.

Throughout June 2002, the TEA social studies staff collaborated with the textbook division in facilitating the textbook review process of Proclamation 2000. During the first week, reviewers considered PreK, Advanced Placement, and International Baccalaureate materials; in week two, reviewers examined instructional materials for Grades 1-3; in week three, reviewers considered instructional materials for Grades 4-8; and during week four, reviewers examined instructional materials for all other high school courses. Staff instructed reviewers on procedure, stressing that reviewers should concentrate primarily upon determining the correlation between the respective submissions and the TEKS. Throughout the entire month, social studies curriculum staff responded to questions from reviewers and publishers.

Economics with Emphasis on the Free Enterprise System and Its Benefits

One-half credit in Economics with Emphasis on the Free Enterprise System and Its Benefits is required in all graduation plans. The TEKS for the high school economics course reflect an emphasis on the nature of economics, the American free enterprise system and its benefits, the relationship between government and the American economic system, and international economic relations.

Languages Other Than English

The development of meaningful language proficiency remains the goal for programs in Languages Other Than English (LOTE). Program emphasis is on the development of the linguistic skills of listening, speaking, reading, and writing, and in the knowledge of culture and language. The TEKS for LOTE are described within five areas—communication, cultures, connections, comparisons, and communities—and reflect performance expectations for various lengths of learning sequences.

Two initiatives ensure effective implementation of the TEKS in Texas language classrooms. These are: (1) *A Texas Framework for Languages Other Than English*, a curriculum framework developed to help teachers in schools implement the TEKS; and (2) The Center for Educator Development (CED) in Languages Other Than English, a resource site to assist with the professional development of LOTE educators in the implementation of the TEKS. In addition to establishing an interactive and functional web site for LOTE educators as a professional development resource, the LOTE CED has produced and sent to all schools briefs and quarterly newsletters related to professional development. Also, the LOTE CED has produced materials and trained a statewide network of facilitators to allow all schools with LOTE programs the opportunity to access professional development on a variety of topics of importance to LOTE teachers. These include: *Peer Coaching and Mentoring for Teachers of LOTE; TEKS for LOTE/Overview*; *TEKS for LOTE/Classroom Implementation*; *TEKS for LOTE/ Addressing Assessment*; *TEKS for LOTE/Curriculum Development*; and *Teaching Spanish to Spanish Speakers.*

A five-part video series, *Learning Languages Other Than English: A Texas Adventure,* has been developed illustrating the TEKS for LOTE in action in classrooms around the state. The series, along with an extensive video study guide, is available through the LOTE CED for districts to use for professional development.

An agreement among TEA, the State Board for Educator Certification, and Spain's Ministry of Education and Culture has established several programs that provide school districts, their teachers, and their students opportunities to employ visiting teachers, sponsor study abroad experiences, and initiate cultural exchanges.

The LOTE program in Texas schools has experienced moderate growth in enrollment at most levels in most languages, with significant increases in Spanish classes. Instructional materials have been in place under the current textbook cycle since the 1996 and 1997 adoptions for exploratory languages, French, German, Latin, and Spanish. New materials for all languages will be adopted in 2004 for use in classrooms in the 2005-06 school year.

Health Education

The primary goal of the Health Education TEKS is to assist in the development of health literacy among students. Health literacy is the ability to obtain and understand health information and be able to use it in ways that enhance health. Many serious health problems, including using tobacco, alcohol, and other drugs; unhealthy dietary behaviors; physical inactivity; and sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, can be established during youth and extended into adulthood. The aims of health education are to prevent such behaviors and to improve the health of adolescents and adults.

After the Health and Physical Education TEKS were approved by the SBOE in 1997, attention turned to providing assistance to school districts to implement the TEKS. In February 1998, TEA established a contract with Texas A&M University to provide the leadership and fiscal responsibility associated with the development of the TEKS Implementation Project. The major component of the Texas A&M project was the development and dissemination of a TEKS video series in both health and physical education that would serve as a useful tool for implementing the TEKS. In April 2000, more than 600 video packages were mailed to school districts, university teacher preparation programs, and the 20 regional ESCs in Texas.

In 1999, TEA moved the Health and Physical Education Project from a university setting to an ESC. Thus, the TEKS Implementation Project evolved into the Health and Physical Education Center for Educator Development. In February 2001, a contract was established with Region XII ESC in Waco to continue the work of the TEKS Implementation Project.

Senate Bill 162, 75th Texas Legislature, amended TEC §28.002, to state that "the State Board of Education, in consultation with the Texas Department of Health and the Texas Diabetes Council, shall develop a diabetes education program that a school district may use in the health curriculum." To comply with this statute, the Texas Department of Health and the Texas Diabetes Council recommended the Child and Adolescent Trial for Cardiovascular Health (CATCH) materials developed by the National Heart Lung and Blood Institute as a program that a school district may use in the health curriculum. CATCH materials were recommended based on age appropriateness, comprehensiveness, continuity of instruction, compliance with national school health education standards, cost effectiveness, attention to diabetes risk factors, proven effective behavioral changes, compliance with existing physical education requirements, and simple integration into existing activities. In January 1999, the SBOE unanimously recommended approval of the CATCH materials as the diabetes education program that a school district may use in its health curriculum required under TEC §28.002(a)(B).

In March 2000, a video package illustrating the TEKS in action was sent to university preservice programs, regional ESCs, and school districts in Texas. The video package included an overview video featuring contemporary thinking in health education, the organization of the TEKS, and examples of TEKS instruction in elementary schools in Texas. In addition, three grade-specific videos (elementary, middle school, and high school) featuring the TEKS in action, as well as a concisely written manual with sample activities for instruction, was included.

Senate Bill 19, a far-reaching piece of legislation aimed at improving children's health in Texas, was passed by the Texas legislature in May 2001. This bill contained a requirement that all elementary schools in Texas implement a coordinated health program by September 1, 2007. The health program is to be approved by the Texas Education Agency and includes a health education classroom component. After agency selection and approval of programs in 2002, a list of programs meeting the criteria will be sent to districts. Districts will coordinate training for implementation of the agency-approved programs through regional ESCs or by contacting the program provider(s) directly.

Physical Education

Physical inactivity is one of six categories of priority health-risk behaviors that contribute to serious health problems in the population. According to research reported in the U.S. Surgeon General's report on physical activity and health in 1996, 60 percent of adults do not achieve the recommended amount of regular physical activity. The TEKS in Physical Education were adopted to help address these challenges.

The TEKS emphasize traditional concepts, such as movement skills, physical fitness, and social development, as well as enjoyment of physical activities. The TEKS encourage physical education instructors to address additional wellness components such as nutrition, safety, and making decisions about health issues. The TEKS implementation project described under Health Education also includes a video series and instructional manual involving physical education at all grade levels.

In addition, the SBOE adopted a textbook in Physical Education called *Foundations of Personal Fitness*. The textbook, which became available for classroom use in September 1997, focuses on teaching students about becoming fit for a lifetime.

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Senate Bill 19 also authorized, but did not require, the SBOE to adopt rules requiring students in Grades K-6, in an elementary setting, to participate in daily physical activity. At the March 2002 board meeting, the SBOE adopted a rule that requires students in elementary schools to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly.

Fine Arts

A high-quality fine arts education cultivates the whole child, gradually developing many forms of literacy while enhancing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. All students should have access to a deep and rich education in the arts in order to gain an understanding of human experiences, both past and present. In the arts, students learn to creatively express themselves, respect the ways of others, and solve problems in varied and difficult situations. The arts are a vital component to the process of teaching and learning and can transform the entire culture of a school and community. The arts are a powerful tool for bridging cultural differences, for teaching other academic disciplines, and are essential to an educational system that values diversity.

The subject areas encompassed by the Fine Arts TEKS are art, dance, music, and theatre. The TEKS in these subject areas are organized into four strands—perception, creative expression/performance, historical/cultural heritage, and response/evaluation. At the high school level, a wide array of courses provides choices for students studying the arts as a lifelong interest or career. One credit in a fine arts course is required for graduation in both the Recommended High School and the Distinguished Achievement Programs.

The Center for Educator Development in Fine Arts (CEDFA), located at ESC Region XX in San Antonio, was established in 1998–99 to support TEKS implementation. The center serves as a coordinated statewide fine arts network to support leadership in each of the four fine arts subject areas. Through CEDFA and its web site (http://finearts.esc20.net), teachers and administrators are able to obtain pertinent information relating to the TEKS, including methods to incorporate these learning standards into effective instruction. The agency, in a partnership with CEDFA and ESC Region XX, is developing products, processes, and strategies to aid Texas teachers in increasing student achievement in fine arts content. Examples of these endeavors are as follows:

Texas Fine Arts Summit Initiative

The Texas Fine Arts Summit Initiative, a collaborative project of TEA, CEDFA, ESC Region XX, and the Texas Commission on the Arts, is an annual statewide gathering of fine arts educators and stakeholders to generate increased support for fine arts education in Texas public schools. All ESCs are invited to participate in the Texas Fine Arts Summit with expectations of conducting similar regional professional development activities for fine arts educators.

Fine Arts Training Cadre

The Fine Arts Training Cadre consists of recognized master teachers in art, dance, music, and theatre who are trained each year by CEDFA in preparation for the Texas Fine Arts Summit. Names of cadre members are provided to ESCs and school districts statewide as highly qualified fine arts education experts who have been trained by CEDFA in workshop presentations.

Fine Arts Curriculum Frameworks

Four Fine Arts Curriculum Framework documents for Art, Dance, Music, and Theatre, which are aligned with the Fine Arts TEKS, have been provided to all Texas school districts, colleges and universities, and ESCs to help educators develop local curricula and increase student achievement in the fine arts. The Frameworks packets also contain TEKS Scope and Sequence charts and can be viewed and downloaded from the CEDFA web site or purchased from ESC Region XX.

Fine Arts Video Series

Two Fine Arts video series entitled, *Fine Arts Education: Portrait for Excellence* and *Proof of Performance: Fine Arts in Texas Schools*, have been produced by TEA and CEDFA in conjunction with the T-STAR Communications Network. These video series highlight the Fine Arts TEKS and cover art, dance, music, and theatre. The videos are available for checkout by school districts through ESCs and may be purchased from ESC Region XX.

Professional Development and Appraisal System (PDAS) and Fine Arts Teachers

Three documents entitled *PDAS and Fine Arts Teachers* have been developed by TEA and CEDFA to assist school administrators when appraising fine arts teachers in Domain VIII of the Professional Development and Appraisal System (PDAS). Domain VIII of the PDAS relates to skills students must demonstrate on the TAKS. The *PDAS and Fine Arts Teachers* documents align the Fine Arts TEKS with the TAKS objectives for all grade levels in art, dance, music, and theatre. The documents will be mailed to all Texas school districts before the 2002-03 school year and will also be available to download from the CEDFA web site.

Fine Arts for All Students: A Quick Reference for Students with Special Needs

A booklet entitled, *Fine Arts for All Students: A Quick Reference for Students with Special Needs*, was developed by TEA and CEDFA through a grant from the TEA Division of Special Education. The booklet outlines how fine arts educators can provide improved educational experiences for students with identified special needs. The booklet can be downloaded from the CEDFA web site or obtained by contacting TEA or any ESC. An instructional video on this same topic will also be produced by TEA and CEDFA during the 2002-03 school year.

Connect the TEKS

One of the many valuable resources available on the CEDFA web site for fine arts educators is the "Connect the TEKS" feature. This feature demonstrates how to use specific strands of the Fine Arts TEKS in conjunction with online resources. Simply select a strand (Perception, Creative Expression/Performance, Historical/Cultural Heritage, Response/Evaluation) and grade level (K-12) in which you are interested in implementing into art, dance, music, and/or theatre instruction, and the virtual remote control device will guide you to a relevant site.

Career and Technology Education

The subject areas encompassed by Career and Technology Education TEKS are agricultural science and technology education, business education, family and consumer sciences, health science technology education, marketing education, technology education, and trade and industrial education. The TEKS for each program area within Career and Technology address relevant and rigorous academic skills that students need for continuing education and employment. Whenever possible, the TEKS include interdisciplinary content. Most Career and Technology Education TEKS were designed to include components that enhance and integrate the use of technology to the greatest extent possible.

In order to provide school districts with maximum flexibility in offering career and technology courses that meet local needs, the agency approved 80 innovative career and technology courses during the biennial period. Among the innovative courses approved are: Biotechnology; E-Commerce; Networking Essentials; Sports and Entertainment Marketing; Ready, Set, Teach! I and II; Exploring Education Careers; Cosmetology (Shampoo & Manicure Specialty); Drawing Techniques; Introduction to Geographic Positioning Systems; Culinary Arts; and Information Technology Applications.

Strategies to help school districts implement the TEKS have included web sites, curriculum resources for TEKS implementation for each career and technology subject area, regional and statewide workshops, and summer professional development conferences for career and technology educators, counselors, and administrators. The workshops and conferences provided participants with information on broad educational initiatives as well as specific subject area content. Participants also received training in new and emerging technological advances related to program disciplines and current information on state and federal rules and regulations.

In addition to providing support for Career and Technology TEKS implementation, the agency revised the *State Plan for Career and Technology Education* as required in TEC §29.182. The plan is based on the statutory goals for Career and Technology Education established in TEC §29.181. The plan was developed as a guide to assist districts in their efforts to offer effective career and technology education programs that prepare students for further education and eventual employment. The agency also revised the Texas State Plan under the Carl D. Perkins Vocational and Technical Education Act of 1998.

During the 2000-2002 biennium, enrollment in secondary career and technology education programs rose from 737,254 students during the 2000-01 school year to 769,210 students during the 2001-02 school year (unduplicated counts).

Kindergarten and Prekindergarten Education

The TEKS for Kindergarten are found in the TAC for each content area, excluding Career and Technology Education. The Kindergarten TEKS identify the skills and concepts that five-year-olds are expected to know and be able to do by the completion of the Kindergarten year. The TEKS apply to both full-and half-day programs.

Following the adoption of the TEKS in 1997, the essential elements at all grades, including Prekindergarten, were repealed. In 1999, at the request of the commissioner of education, a working group of educators and community members from across the state convened to draft guidelines for a Prekindergarten curriculum that school districts could use on a voluntary basis. Development of the guidelines drew upon the expertise of Texas educators, nationally recognized individuals, professional organizations, and university personnel. The guidelines were distributed to school districts and various educational groups in early 2000. The Prekindergarten guidelines are intended to help educators make informed decisions about curriculum content for Prekindergarten children and define and implement a comprehensive curriculum that will provide many opportunities for our youngest students to achieve knowledge and skills.

The Prekindergarten guidelines are based on knowledge of theory and research about how children develop and learn. The guidelines reflect a greater emphasis on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences. The guidelines also delineate the content that children are to learn and what they should be able to achieve. Finally, the guidelines provide a means to align the Prekindergarten programs with the TEKS curriculum.

The Prekindergarten guidelines describe specific goals in each content area. The intent of this organizational design is to ensure that all three- and four-year-old children have the opportunity to strive toward these goals. The guidelines build connections between subject matter disciplines by organizing the large amounts of information children must learn into meaningful concepts. Because there is no state-required Prekindergarten curriculum, the use of these guidelines is voluntary. TEC §29.153 contains the statutory requirements concerning Prekindergarten education.

Technology Applications

Technology Applications is a required enrichment curriculum specified in TEC §28.002 that focuses on the teaching, learning, and integration of digital technology skills across the curriculum. "Digital technology" refers to the use of computers and related technologies such as digital cameras, scanners, probes, and handheld digital devices. The Technology Applications curriculum was built on the premise that students acquire Technology Applications knowledge and skills in a continuum beginning at the elementary level and continuing through the secondary level.

Technology Applications standards were developed and adopted for Grades K–12. The TEKS in 19 TAC Chapter 126 describe what students should know and be able to do using technology. The Technology Applications TEKS are divided into four strands for all grade levels: foundations; information acquisition; work in solving problems; and communication. The goal of the Technology Applications TEKS is for students to gain technology-based knowledge and skills and to apply them to all curriculum areas at all grade levels. Technology Applications TEKS are divided into grade clusters for Grades K-2, 3-5, and 6-8, and courses for Grades 9-12. Students should demonstrate proficiency with the TEKS before they exit the benchmark Grades of 2, 5, and 8.

These "technology literacy" student standards align with the requirements of the Title II, Part D Enhancing Education through Technology of the federal No Child Left Behind Act of 2001 to ensure that students are "technology literate by the eighth grade." Rigorous state curriculum standards in Technology Applications specify student expectations for the "technology literate" eighth-grader in Texas. While the Technology Applications TEKS are specific to technology, it is expected that the TEKS at Grades K–8 are not taught in isolation but are the proficiencies necessary for integrating technology into the foundation and enrichment curriculum.

Technology Applications TEKS continue to be applied across the curriculum in Grades 9–12. In addition, they are the prerequisites for eight high school courses: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, and Independent Study in Technology Applications. The courses offer opportunities for in-depth study of technology at the high school level. They differ from technology courses that focus primarily on gaining technical skills such as computer repair, networking, and understanding the "boxes and wires." Instead, the Technology Applications courses are designed to prepare students with a background for whatever they may choose to do today as well as in their future using multiple technology applications for a wide variety of learning purposes.

In addition to the TEKS, Prekindergarten Guidelines for Technology Applications were made available to schools in early 2000. They communicate what three- and four-year-old students should know and be able to do using technology.

Curriculum Requirements in Technology Applications

Districts must ensure that sufficient time is provided for teachers to teach and for students to learn the essential knowledge and skills in technology applications for Grades K-12. Specific curriculum requirements for this area are specified in 19 TAC Chapter 74. The SBOE clarified the Chapter 74 curriculum rules related to Technology Applications at the high school level. Districts must offer at least four of the Technology Applications courses in 19 TAC Chapter 126. This clarification became effective September 1, 2001. There are multiple avenues of offering the Technology Applications courses including distance learning. Many schools have taken advantage of dual credit/concurrent enrollment in colleges and universities to provide instruction in the courses. The results of these efforts have made it possible to teach the Technology Applications courses when it may not have been possible in other ways, especially for small, rural schools.

All high school graduates are required to have one technology application graduation credit under all graduation plans. The SBOE approved courses to count for the Technology Applications graduation credit. Students who take any of the eight courses in Technology Applications TEKS, Chapter 126, receive this credit. In addition, there are courses in Career and Technology Education that students can take to earn this credit.

Technology Applications Web Site

The Technology Applications web site was developed to provide official information and resources for implementing the Technology Applications curriculum. It includes information about the Technology Applications curriculum, TEKS, graduation credit, professional development opportunities, and other resources. An online brochure developed in collaboration among the TEA Educational Technology Division and the State Board for Educator Certification was posted on the web site to clarify information and provide the latest from both agencies in respect to Technology Applications. The site is found at www.tea.state.tx.us/technology/ta.

Technology Applications Center for Educator Development (CED)

From 1996 through 2002, the Texas Education Agency funded the Technology Applications Center for Educator Development, a component of the Texas Center for Educational Technology at the University of North Texas, to provide awareness, information, and resources for implementing the Technology Applications TEKS. These resources have been useful to schools, especially since there were no adopted instructional materials for the elementary level or for most of the Technology Applications high school courses. The CED developed and compiled resources for the Technology Applications TEKS at Grades K-2, 3-5, 6-8, and 9-12. This included resources for integrating these Technology Applications TEKS across the foundation curriculum areas. Teaching materials for the high school courses were compiled and posted. The CED's resources can be accessed from the TEA Educational Technology web site at www.tea.state.tx.us/technology/ta.

The Call for State Instructional Materials in Proclamations 2000 and 2001

Computer literacy and computer science materials were made available to schools in previous textbook/instructional materials adoptions. However, there are no adopted instructional materials for the elementary level or for the high school courses including Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, and Web Mastering. Schools have used resources and materials provided by the Technology Applications CED as well as other sources to assist with the implementation of Technology Applications.

There have been two calls for Technology Applications instructional material. The call for Technology Applications instructional materials for Grade Prekindergarten was made in Proclamation 2000. These materials, available to classrooms in 2003-04, will provide opportunities for students to begin using computers and related technologies beginning in Prekindergarten. The call for Technology Applications instructional materials for Grades K-12 was made in Proclamation 2001 (Volume I), approved and issued by the SBOE in May 2001. Texas is calling for instructional materials to address the Technology Applications TEKS, Chapter 126, for Grades K-2, 3-5, 6-8, and the high school courses — Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, and Web Mastering. These instructional materials will go through the state's adoption process and will be available to schools in 2004-05. This proclamation is calling for subscription-based submissions that will be reviewed through the state's adoption process. Information on the adoption process and Proclamation 2001 is available on the Textbook Administration web site at www.tea.state.tx.us/Textbooks.

Educator Preparation and Development for Technology Applications

Technology Applications educator standards and certificates were approved by the State Board for Educator Certification (SBEC). SBEC approved educator certification standards in Technology Applications for all beginning educators. SBEC Technology Applications Standards I-V have been developed for inclusion in SBEC-approved educator preparation programs. They are based on the Technology Applications TEKS for students in Grades 6-8. Current educators should strive to meet the SBEC Standards in Technology Applications for all beginning educators. The Technology Applications SBEC Standards can be used to assist the state in ensuring that all educators are "technology literate"—as outlined in the *Long-Range Plan for Technology 1996-2010* and reinforced by the Enhancing Education Through Technology, Title II, Part D.

In addition to SBEC Technology Applications Standards I-V, there are Technology Applications standards and certificate options that include: Technology Applications All Level, Technology Applications 8-12, and Computer Science 8-12. These requirements are included in SBEC Technology Applications Standards VI-XI. In addition, there is a Master Technology Teacher (MTT) All Level. The MTT Certificate is designed to prepare teachers to work with other teachers and with students in order to increase the use of technology in each classroom. Each of these certificates gives Texas teachers options for expanding their digital technology knowledge and skills. Educator preparation programs and alternative certification programs were approved to provide opportunities for educators to meet the Technology Applications standards and receive the new certificates. For additional teacher technology standards and certificate information, visit www.sbec.state.tx.us.

The 20 ESCs in Texas provide planning support, professional development, and technical assistance for districts in meeting the SBEC Technology Applications standards. Through the support of ESCs, district personnel receive hands-on experience and orientation to state of the art technologies, as well as professional development on planning strategies and the integration of technology into the teaching and learning process. Technology workshops, institutes, video-conferencing sessions, online instruction, and other professional development opportunities are offered through each ESC. For more information on services provided by the ESCs, visit www.tea.state.tx.us/technology/esc. In addition, many districts, professional organizations, and businesses provide professional development focusing on Technology Applications.

Other Resources for Technology Applications TEKS

Several other resources support the Technology Applications TEKS and the integration of technology throughout all curriculum areas. One of the newest resources is the Texas Campus STaR Chart—a needs assessment tool that can help schools meet the recommendations in the *Texas Long-Range Plan for Technology, 1996-2010.* Areas included on the STaR Chart are Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology. One of the specific focus areas on the STaR Chart are measures for assessing where schools are in ensuring that their students and teachers are proficient with the

Technology Applications standards as well as providing options for students to take courses in this curriculum.

To support the Technology Applications curriculum, there are several funding opportunities. The state-funded technology allotment has provided $30 per student per year since 1992. With this allotment, schools can purchase hardware, software, and training to support the Technology Applications curriculum. In addition, grant opportunities were made available from many sources, including the state Telecommunications Infrastructure Fund (TIF). One of the non-competitive public school grants awarded through TIF during the 2001-02 school year was specifically to support Technology Applications at Grades 6-12. Through this grant, over $57 million was awarded to over 500 school districts.

Through the Enhancing Education Through Technology, Title II, Part D section of the federal No Child Left Behind Act of 2001, Texas will issue TARGET Grants (Technology Applications Readiness Grants for Empowering Texas students and teachers initiative). The grants, beginning in January 2003, will focus on serving high need students by accelerating local efforts to meet the provisions of the Enhancing Education Through Technology section of the No Child Left Behind Act of 2001 and to implement the recommendations in the *Long-Range Plan for Technology 1996-2010*. The grants will be used to support the Technology Applications curriculum, especially to assist schools in preparing for the subscription-based instructional materials that will be provided by the state through Proclamation 2001.

School Libraries

The Texas Library/Learning Connection

The Texas Library/Learning Connection, administered by the agency, provides students, parents and educators access to online information resources that are updated daily and valued at more than $40,000 per campus. Provided at no charge to the campus, these electronic magazines, reference materials, newspapers, maps, and encyclopedias are accessible 24 hours a day, seven days a week. They can be accessed from the classroom, the school library, and most importantly, from students' and educators' homes. Students learn how to access and use these online databases as needed for classroom research projects. At the same time that they learn to use them, students are provided instructions including identification and passwords to access the resources from their homes. The agency encourages parents to access and use the resources for their own information needs. To be eligible to access these resources, campuses must meet certain requirements such as having computer access for students in the school library and having a school librarian who is committed to teaching students and staff how to access, evaluate, and use the resources.

The Texas Library/Learning Connection provides online databases and a unique web portal to Texas students, educators, and parents. Resources include:

- Texas Library Connection (TLC) Union Catalog provides links to over 5,578 school libraries in the state of Texas. Students may borrow books from more than 50 million items held by those school libraries.
- AGent, a web gateway, allows TLC users to search all the TLC resources including The Gale Group databases, the TLC Union Catalog, Britannica Online School Edition, and any other identified web resources with a single search.
- Magazines, newspapers, primary source materials, and reference databases from The Gale Group's 16 databases include the full text of more than 2,000 magazines such as *National Geographic World*, *Ranger Rick*, *Children's Digest*, *Humpty Dumpty*, *Reading Teacher*, *Newsweek*, *Business Week*, *Sports Illustrated*, *Science*, and *Time* and newspapers such as, *New York Times*, *Houston Chronicle*, *Austin American-Statesman*, and *The Washington Post*. Other Gale databases include the *Texas Almanac*, a collection of professional journals and information for educators, literary resources, and primary documents and resources.
- *Encyclopedia Britannica School Edition* provides access to three complete encyclopedias—the original *Encyclopedia Britannica*, *Britannica Student Encyclopedia*; and *Britannica Elementary Encyclopedia*. Britannica also provides the *Merriam-Webster's Dictionary and Thesaurus* and an Internet guide to hundreds of thousands of sites available on the Internet today created and selected by Britannica editors for their educational value and curriculum-based content.

For more information, visit www.tea.state.tx.us/technology or the Texas Library/Learning Connection Information Center at ESC Region XX at http://tlcic.esc20.net.

School Library Services

School librarians have moved from the role of keeper of the books into a leadership role as they collaborate with teachers and students to demonstrate how research and technology skills are an integral part of an exemplary library program. For students to be information literate they must be engaged in extended, inquiry-based research. School libraries assist students and teachers in developing information literacy. School librarians have been valuable resources in making connections with this information literacy and the required Technology Applications curriculum. Librarians' roles have expanded to include the use of all the resources found in the school library of today: library books, reference resources, access to databases, internet connectivity for computers, multimedia, and information in all formats, electronic as well as print.

The library program supports information literacy/ Technology Applications TEKS through the following activities:

- Students and staff must understand how to collect and retrieve information.
- All students must develop the ability to manage or use an organizational scheme such as the classification arrangement of library database resources.
- This skill demonstrates that students can interpret, summarize, compare and contrast information.
- Students must make judgments about the quality, relevance, usefulness, or efficiency of the information.
- The creation of new knowledge is demonstrated by adapting, applying, designing, inventing, or authoring information.

The TEA Educational Technology Division's Library Services mission is:

- to build the capacity of Texas school library programs,
- to provide all students equitable access to resources and assistance in learning to use them, and
- to enable students to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state, nation and world.

The agency administers legislative initiatives directed toward school libraries such as the Texas Library/Learning Connection and the 30 percent Library Supplement. It facilitates the integration of all TEKS, and specifically the Technology Applications TEKS into collaborative teaching and learning sessions. The agency promotes collaboration with the Texas State Library and Archives Commission. One of their collaborative efforts is to develop state school library standards. For more information about School Libraries, go to www.tea.state.tx.us/technology/ libraries.

School Library Standards

The standards, adopted in 1994, were evaluated in 2002 in a study initiated by the Texas State Library and Archives Commission (TSLAC). The research was completed by an independent research firm, EGS Research, Austin, Texas. The complete study may be seen on the TSLAC web site: www.tsl.state.tx.us/ld/ pubs/schlibsurvey/index.html. On the basis of this study, new library standards are in development. The School Library Standards are being revised by a statewide committee composed of librarians, school board members, teachers, university and regional ESC librarians, lay people, staff of the TSLAC and TEA. The estimated date of presentation to both the State Board of Education and the Commissioners of the Texas State Library and Archives is January 2003. For more information about School Library Standards, visit www.tea.state.tx.us/technology/libraries.

Thirty Percent Library Supplement Funds for Library Purchases

Senate Bill 1, Rider 67, passed by the 77th Texas Legislature, provided up to $1,200,000 for each year of the biennium for books and other school library materials that are catalogued and circulated from a central source in each school. It is the intent of this legislation that public school libraries be in compliance with standards established in 1997 by the State Library and Archives Commission. During 2001-02, funding was distributed on a first-application, first-funded basis. The district application included the October PEIMS enrollment figure. Districts had to have spent at least $1.00 per pupil before submitting the application. The amount of funding was 30 cents per pupil per district. The 30 percent supplemental funds for library purchases administered through TEA's Library Services rules state that funding from this source must be spent on library resources that are:

- tied to high academic standards,
- used to improve student achievement,
- part of an overall education reform program, and
- cataloged and circulated from a central source.

These resources include books, audiovisual resources, computer software cataloged and circulated from the library, informational database licenses accessible over a library network, a district or regional network, and/or the Internet. For more information on the library supplement, go to www.tea.state.tx.us/technology/ libraries.

Texas Schools Telecommunications Access Resource (T-STAR)

The Texas Schools Telecommunications Access Resource (T-STAR) is a statewide telecommunications initiative that provides television communications (one-way video/two-way audio via satellite) to school districts, regional ESCs, and the agency. T-STAR delivers a wide choice of distance learning opportunities from TEA and programming providers across the U.S. Texas students and educators can use T-STAR to expand their curriculum and educational resources through satellite delivered for-credit courses, Grades K-12 curriculum enhancement programming and electronic field trips, and professional development teleconferences from programming providers across the country. They can also access over 200 hours of professional development throughout the school year from the Texas Education Agency. Administrators and teachers can receive Continuing Professional Education (CPE) credits for Standard Certificate renewal from viewing T-STAR programming. Designated CPE video programming produced by T-STAR offers educators accessible professional development at no cost. For more information on T-STAR programming, visit the web site of the T-STAR Information and Training Center at ESC Region X at www.t-star.org.

Putting the Texas Essential Knowledge and Skills Into Practice

The TEKS have been widely distributed to assist schools in implementing the TEKS and making them accessible to the public. Related professional development on TEKS implementation has been and continues to be available from many sources.

Distribution of the TEKS

The agency distributed a printed copy and a CD-ROM containing the TEKS to every school district and campus office, ESC, institution of higher education, and appropriate professional association. The TEKS are also available on the agency web site. The agency distributed informational brochures in English and Spanish about the TEKS in the foundation areas for Kindergarten through Grade 5 to all school districts to be shared with parents of elementary school students. The TEKS are available for purchase in print and on CD-ROM.

Professional Development in the TEKS

The implementation of the TEKS in classrooms, replacing the essential elements that had been in effect since the 1985–86 school year, required significant preparation by teachers and other educators who raised standards, revised lesson plans, and made other adjustments. To accomplish this task, the Centers for Educator Development (CEDs) in the foundation curriculum areas and in the enrichment curriculum areas have developed and disseminated supporting materials and provided training. For example, the "TEKS for Leaders" series of seminars for district and campus administrators provides an in-depth introduction to the TEKS and methods for supporting and monitoring their implementation in the classroom. Many of the centers have established web sites that maintain a common navigational system enabling teachers and administrators easy access to current information and materials that support the TEKS and other aspects of their respective programs. All of the CED web sites are linked to the Division of Curriculum and Professional Development home page on the TEA web site. ESCs also provide extensive training in the TEKS to the districts. In addition, materials for areas in which textbooks are not yet adopted are available for teachers to use.

In addition to the professional development opportunities cited, implementation of the TEKS is promoted through adoption of textbooks, access to school library resources, and administration of the statewide assessment based on the TEKS.

Textbooks and Other Instructional Materials

In 1997, the SBOE voted to move to a single subject-area adoption process for Kindergarten through Grade 12 (see Table 8.1 on page 120). This process is designed to align adoption of instructional materials in one content area with review of the TEKS in that content area (as well as with the statewide assessment). The adoption cycle was extended from six to eight years. In keeping with TEC §31.002, however, textbooks in the foundation areas will be reviewed after six years to determine whether new textbooks are needed sooner.

The transition to this new approach is contained in Proclamation 1997, which focuses on two subject areas—English language arts and reading and science, Grades 1–5. Books in these content areas are fully aligned with the TEKS and were used in classrooms in fall 2000. Proclamation 1998 focuses solely on English language arts and reading, including Spanish language arts and English as a second language. These instructional materials were adopted in fall 2000. Instructional materials for science, Grades 6-12, submitted under Proclamation 1999, were adopted by the State Board of Education in November, 2001, for use beginning in school year 2002-03. New instructional materials for Prekindergarten and social studies, Grades 1-12, are scheduled for adoption in November 2002.

Changes to the Curriculum Rules

The State Board of Education approved amendments to 19 TAC Chapter 74, *Curriculum Requirements* in July

Table 8.1. Adoption Cycle for Foundation and Enrichment Subjects

Adoption Cycle	Subject	Adoption Cycle	Subject
Proclamation 1996 State Adoption 1998 Implementation 1999-00	Mathematics, Grades K-8 Mathematics (Spanish), Grades K-6 Geology, Meteorology, & Oceanography Aquatic Science World History Studies Technical Theatre I-IV Choir 1-3	Proclamation 1997 State Adoption 1999 Implementation 2000-01	English Language Arts & Reading, Grades K-1 Reading, Grades 2-3 Spanish Language Arts & Reading, Grades K-1 Spanish Reading, Grades 2-3 Literature, Grades 9-12 Science, Grades 1-5 Science (Spanish), Grades 1-5
Proclamation 1998 State Adoption 2000 Implementation 2001-02	English Language Arts, Grades 2-12 Spanish Language Arts, Grades 2-6 Reading, Grades 4-5 Spanish Reading, Grades 4-5 Literature, Grades 6-8 Spanish Literature, Grade 6 English for Speakers of Other Languages, Grades 9-12 Communication Applications English Language Arts Electives	Proclamation 1999 State Adoption 2001 Implementation 2002-03	Science, Grades 6-12 Science (Spanish), Grade 6
Proclamation 2000 State Adoption 2002 Implementation 2003-04	Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-6 Prekindergarten Economics with Emphasis on Free Enterprise	Proclamation 2001 State Adoption 2003 Implementation 2004-05	Biology, Grades 9-12; Advanced Placement and International Baccalaureate Biology English as a Second Language, Grades K-8 Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Education Biology, Advanced Placement
Proclamation 2002 State Adoption 2004 Implementation 2005-06	Health Education, Grades 1-12 Languages Other than English, Grades 1-12 Fine Arts, Grades 1-12 Physical Education, Grades 1-12	Proclamation 2003 State Adoption 2005 Implementation 2006-07	Kindergarten Systems Mathematics, Grades 1-5 Mathematics (Spanish), Grade 1-5
Proclamation 2004 State Adoption 2006 Implementation 2007-08	Mathematics, Grades 6-12 Mathematics (Spanish), Grade 6	Proclamation 2005 State Adoption 2007 Implementation 2008-09	English Language Arts & Reading, Grade 1 Spanish Language Arts & Reading, Grade 1 Reading, Grades 2-5 Spanish Reading, Grades 2-5 Literature, Grades 6-12 Spanish Literature, Grade 6

continues

2000. The board added Subchapter D. *Graduation Requirements, Beginning with School Year 2001-02.* The revised graduation requirements in Subchapter D reflect a more rigorous and relevant curriculum. The three graduation plans of minimum, recommended, and distinguished achievement were revised to reflect the necessary opportunities to learn content and skills that will be required on the new exit-level TAKS to be administered during the 2002-03 school year. The Chapter 74 revisions did not change the number of credits required for graduation but ensured that every student will receive instruction and the opportunity to learn. Specifically:

- Geometry was added as a specific mathematics credit required for the completion of the minimum graduation plan.

Table 8.1. Adoption Cycle for Foundation and Enrichment Subjects (continued)

Adoption Cycle	Subject	Adoption Cycle	Subject
Proclamation 2006 State Adoption 2008 Implementation 2009-10	English Language Arts, Grades 2-12 Spanish Language Arts, Grades 2-6 English as a Second Language, Grades 1-8 English I-II for Speakers of Other Languages Speech, Grades 7-8 Speech Communication Public Speaking I-III Communication Applications Debate I-III Journalism Advanced Broadcast Journalism Photojournalism	Proclamation 2007 State Adoption 2009 Implementation 2010-11	Science, Grades 1-12 Science (Spanish), Grades 1-6
Proclamation 2008 State Adoption 2010 Implementation 2011-12	Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-12 Prekindergarten Systems Economics with Emphasis on Free Enterprise	Proclamation 2009 State Adoption 2011 Implementation 2012-13	Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Applications
Proclamation 2010 State Adoption 2012 Implementation 2013-14	Health Education, Grades 1-12 Languages Other than English Fine Arts Physical Education	Proclamation 2011 State Adoption 2013 Implementation 2014-15	Kindergarten – All Subjects Mathematics, Grades 1-5 Mathematics (Spanish), 1-5

- Two credits of science, consisting of Biology and Integrated Physics and Chemistry (IPC), were required in the minimum plan; however, a student also may complete both Chemistry and Physics as substitutes for IPC and the academic elective. To complete three credits of science in the recommended and distinguished achievement plans, one credit of Biology was prescribed with the additional two courses being selected from IPC, Chemistry, or Physics.
- Communication Applications was identified as the only course that can be used to meet the one-half credit requirement in speech.
- Options I, II, and III were eliminated in the recommended and distinguished graduation plans to allow students more flexibility in selecting elective courses to complete the two plans.

Beginning in 2004-05, all ninth-grade students will be required to enter high school on the recommended high school program (RHSP) or distinguished achievement program (DAP) as required by HB 1144 passed by the 77th Legislature, 2001.

Texas Assessment of Knowledge and Skills (TAKS)

TEC, Chapter 39, Subchapter B, mandates the assessment of student achievement with criterion-referenced tests. Based on the requirements of the code, the assessment program evaluates the progress of Texas students longitudinally and at critical checkpoints as an integral part of a statewide accountability system. The accountability system measures the quality of learning in Texas schools using academic excellence indicators outlined in TEC, Chapter 39, Subchapter C. The goals of public education include exemplary performance in reading, writing, mathematics, science, and social studies.

The 76th Texas Legislature (1999) mandated a new testing program of increased rigor, size, and scope that is being implemented during the 2002-03 school year. Under this new program, the Texas Assessment of Knowledge and Skills (TAKS), the exit-level assessment required for graduation will be moved from Grade 10 to Grade 11 and will be increased in scope to test English language arts (ELA), mathematics with the use of technology, social studies, and science. Specific

Table 8.2. Comparison of the Texas Assessment of Knowledge and Skills (TAKS) and the Texas Assessment of Academic Skills (TAAS), by Subject and Grade

Subject	English-Version Assessments	Spanish-Version Assessments	Alternative Assessments for Students in Special Education	Reading Proficiency Tests in English (RPTE)[b]
Texas Assessment of Knowledge and Skills (TAKS), 2002-03				
Local[a]	K-2	K-2	Not Tested	Not Tested
Reading	3-9	3-6	3-9	3, 4-5, 6-8, 9-10, 11, 12
Mathematics	3-11	3-6	3-10	Not Tested
Writing	4, 7	4	4, 7	Not Tested
English Language Arts	10, 11	Not Tested	10	Not Tested
Science	5, 10, 11	5	Not Tested	Not Tested
Social Studies	8, 10, 11	Not Tested	Not Tested	Not Tested
Texas Assessment of Academic and Skills (TAAS), Prior to 2002-03				
Local[a]	K-2	K-2	Not Tested	Not Tested
Reading	3-8, 10	3-6	3-8[c]	3, 4-5, 6-8, 9-10, 11, 12[d]
Mathematics	3-8, 10	3-6	3-8[c]	Not Tested
Writing	4, 8, 10	4	4, 8[c]	Not Tested
Science	8	Not Tested	Not Tested	Not Tested
Social Studies	8	Not Tested	Not Tested	Not Tested
Algebra I[e]	9-12	Not Tested	Not Tested	Not Tested
Biology[e]	9-12	Not Tested	Not Tested	Not Tested
English II[e]	9-12	Not Tested	Not Tested	Not Tested
U.S. History[e]	9-12	Not Tested	Not Tested	Not Tested

[a] *Local* indicates diagnostic reading assessment for local use only. [b] The RPTE is given to limited English proficient (LEP) students. [c] Alternative assessments for students in special education were under development prior to 2002-03. [d] Reading Proficiency Tests in English were under development prior to 2002-03. [e] End-of-course tests are given to students in Grades 9-12 when they complete these courses: Algebra I, Biology, English II, and U.S. History.

subject area content must be included in these sections of the exit-level test. In addition, it requires that the exit-level test assess skills prerequisite to high school graduation and readiness to enroll in an institution of higher education. The new testing program adds a number of new tests in other grades and eliminates some existing tests, such as the end-of-course (EOC) tests. Table 8.2 compares the new assessment program with the old assessment program.

Also part of the TAKS, as enacted by the 76th Texas Legislature (1999), are new passing requirements beginning in 2002-03 for the reading test at Grade 3, beginning in 2004-05 for the reading and mathematics tests at Grade 5, and beginning in 2007-08 for the reading and mathematics tests at Grade 8. As specified by these requirements, called the "Student Success Initiative," students may advance to the next grade level only by passing these tests or by unanimous decision of grade placement committees that students are as likely to perform at grade level the next year after accelerated instruction. TEC §28.0211 requires that these tests be administered three times during the school year and that results be reported to the appropriate school district not later than ten days after receipt of the test materials by the agency or its test contractor. New 19 TAC Chapter 101, Assessment, Subchapter BB, Commissioner's Rules Concerning the Student Success Initiative, were adopted in May 2002 and became effective May 26, 2002. These rules are on the agency web site at http://www.tea.state.tx.us/student.assessment/resources/ssi/index.html.

The TAKS is a completely reconceived testing program. It includes more of the Texas Essential Knowledge and Skills than the TAAS did and attempts to ask questions in more authentic ways. The TAKS has been developed to better reflect good instructional practices and more accurately measure student learning. In order to provide a better understanding of this new testing program and its connection to the TEKS and to classroom teaching, the TEA has developed information booklets. These booklets focus on helping teachers understand that what will be tested on the TAKS is directly connected to what Texas students should know and be able to do to be academically successful. The booklets are available on the agency web site at http://www.tea.state.tx.us/student.assessment/taks/index.html.

In addition to the new TAKS tests, the statewide assessment program also consists of two assessments to support the agency's goal of providing an appropriate assessment for every student in public education to validly measure their academic progress. These additional tests are the Reading Proficiency Tests in English (RPTE) for limited English proficient (LEP) students and the State-Developed Alternative Assessment (SDAA) for students in special education programs. Both assessments are designed to measure these students' academic progress toward mastery of the TEKS.

Agency Contact Person

For information on the state curriculum and assessment program, contact Ann Smisko, Associate Commissioner for Curriculum, Assessment, and Technology, (512) 463-9087.

Other Sources of Information

The Division of Curriculum and Professional Development web page at www.tea.state.tx.us/curriculum.

19 Texas Administrative Code (TAC), Chapters 110-128, Texas Essential Knowledge and Skills (formats available include print, CD-ROM, and on the TEA web site at www.tea.state.tx.us)

19 TAC Chapter 74 *Curriculum Requirements; Chapter 74 Handbook* (including information on graduation requirements and "frequently asked questions" on Chapter 74 topics); and *Chapter 74 Questions and Answers* (on the TEA web site)

Dyslexia and Related Disorders Handbook

Products and Services for TEKS Implementation on the TEA web site at www.tea.state.tx.us/curriculum

Long-range Plan for Technology, 1996-2010; and *Progress Report on Long-range Plan for Technology, 1996-2010*

Centers for Educator Development resources can be found at www.tea.state.tx.us/resources/.

Another web site with specific information from each of the centers can be found at http://www.tea.state.tx.us/curriculum/ced.html.

Following is a list of curriculum areas and related web sites hosted by centers for educator development.

Bilingual/English as a Second Language:
http://www.tcbee.org/

Career and Technology:
http://www.tea.state.tx.us/Cate/cur_ctrs.html

English Language Arts and Reading:
www.texasreading.org/

Fine Arts:
http://finearts.esc20.net/

Health and Physical Education:
http://www.healthpeced.org/

Languages Other Than English:
http://www.sedl.org/loteced/welcome.html

Mathematics:
www.tenet.edu/teks/math/

Science:
www.tenet.edu/teks/science/
www.texassciencecenter.org/

Social Studies:
www.socialstudies.tea.state.tx.us/

Technology Applications:
http://www.tcet.unt.edu/START/

9. Deregulation and Waivers

In recent years, state lawmakers have taken steps to reduce the number and scope of regulations governing education in Texas. They have given local school districts and campuses unprecedented latitude in tailoring education programs to meet the specific needs of students. Increased local control, accompanied by accountability for results, is the hallmark of state efforts to enable all students to achieve exemplary levels of performance.

Based upon this legislative direction, the Texas Education Agency (TEA) undertook a major effort to deregulate public education in this state. These actions include review and elimination of unnecessary rules, approval and support of open-enrollment charter schools, and removal of barriers to improved student performance by waiving provisions of federal and state laws. These actions to maximize local control support all four of the state academic goals. These efforts also support the strategic plan goal of local excellence and achievement by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary performance in reading, and in the foundation subjects of English language arts, mathematics, science, and social studies.

State Board of Education and Commissioner of Education Rules

Since 1991, TEA rules have been subject to sunset reviews and rule reviews. The reviews have resulted in the elimination of rules that are outdated or no longer mandated. The 1991-1993 sunset review of State Board of Education (SBOE) rules reduced the number of SBOE rules by 50 percent, from 936 to 466. During the 1995-1996 sunset review, the number of SBOE rules was reduced by nearly 55 percent, from 551 to 250. By September 1997, the number of SBOE rules in effect was 228, while the number of commissioner of education rules was 132, for a total of 360 rules.

In 1997, the TEA began a four-year, legislatively-mandated rule review of SBOE and commissioner rules to determine whether the reasons for initially adopting rules continue to exist. At the end of the four-year rule review period spanning September 1997-August 2001, the TEA had completed the review of all 360 rules, readopting 236 and repealing 124. Forty-eight percent of rules repealed were SBOE rules for which authority had been transferred to another entity. Thirty-six percent of the repealed rules were the 45 essential elements. The essential elements were replaced by 541 Texas Essential Knowledge and Skills (TEKS) adopted by the SBOE in 1997, and effective September 1, 1998. In rule actions separate from the review process, 142 new rules were adopted and 23 were repealed. These rule actions were in response to legislation directing the commissioner to adopt rules for implementation of legislative mandates, including, in some cases, the transfer of authority from the SBOE to the commissioner.

The number of non-curriculum SBOE rules that were in effect September 1, 1997, was reduced from 179 to 141 as of August 31, 2001, a decrease of 21 percent. During that same period, commissioner rules increased from 132 to 210, an increase of 59 percent. [Note: This is a correction to the numbers reported in the *2001 Comprehensive Annual Report*.]

In September 2001, the TEA began the next four-year cycle of rule reviews as mandated by Senate Bill 178, 76th Texas Legislature, 1999, which codified the ongoing rule review process in Texas Education Code (TEC) §2001.039. This second cycle, spanning September 2001-August 2005, schedules the review of rules with effective dates on or after September 1, 1997, and also includes the subsequent review of rules reviewed during the previous cycle. Senate Bill 467, 77th Texas Legislature, 2001, excludes the TEKS from the rule review requirement. Although the TEKS will not be reviewed as part of the rule review process, the exemption does not impede the ability of the SBOE to conduct a comprehensive review of the TEKS separate from the rule review process. During the first year of the 2001-2005 review period, the TEA reviewed and readopted 108 rules — 57 SBOE rules and 51 commissioner rules. No rules were repealed as a result of the rule review process during this time because outdated rules had been eliminated in the 1997-2001 review cycle.

As of September 1, 2001, there were 146 SBOE rules, excluding the 547 TEKS currently in effect, and 210 commissioner rules, for a total of 356 rules. As of August 31, 2002, there were 161 SBOE rules, excluding the TEKS, and 302 commissioner rules, for a total of 463 rules. Between September 1, 2001, and August 31, 2002, the SBOE adopted 22 new rules and repealed seven in rule actions separate from the review process. The new SBOE rules are primarily in the area of assessment. During the same period, the commissioner adopted 108 new rules and repealed 16 in rule actions separate from the review process. The new commissioner rules are in response to legislative mandates, including those relating to the student success initiative, participation of limited English proficient students in state assessments, high school equivalency programs, and House Bill 6 charter school legislation.

The SBOE and commissioner of education rules, including the rule review plan for these rules, are available on-line at www.tea.state.tx.us/rules/home/.

Open-Enrollment Charter Schools

To further promote local initiative, the 1995 revision of the TEC established a new type of school, known as an open-enrollment charter school. Charter schools are subject to fewer state laws than other public schools and capitalize on innovative and creative approaches to educating students. In 1996, the SBOE authorized 20 charter schools. In 1997, the 75th Legislature granted the board the authority to approve 100 additional open-enrollment charters and an unlimited number of open-enrollment charters to serve students at risk of dropping out of school. As of July 2002, the SBOE had awarded a total of 223 charters. Of these, six had their charters revoked and 18 returned their charters. Of the 199 remaining charters, 186 are currently in operation and 13 are inactive primarily due to extensions granted by the SBOE to delay their starting dates or because their application specified a future opening date.

Charter schools are monitored and accredited under the statewide testing and accountability system. Like school districts, charter schools are rated based on Texas Assessment of Academic Skills (TAAS) performance and dropout rates. Charters were initially granted for a period of five years, with renewal dependent on performance. In spring 2001, the SBOE reviewed 18 first generation charter schools for renewal, granted 17 renewals, and tabled one pending the completion of 501(c)(3) status. Renewal contracts were awarded for 10 years with a five-year review. During the 2002-03 school year, the commissioner will review 39 second generation and 89 third generation charter schools for renewal. In addition to evaluation under the statewide accountability system, charter schools are evaluated annually by an independent evaluation team.

In 2001, the 77th Legislature passed House Bill 6 that made several changes to the charter school program. The commissioner of education assumed responsibility for amendments, renewals, and adverse actions up to and including charter revocation. The SBOE can award a charter only to applicants who meet the financial, governing, and operational standards adopted by the commissioner. In addition, the SBOE may award no more than 215 charters, excluding awards to charters granted to colleges or universities under the new Subchapter E. Also, the requirement was removed for certain charter schools to maintain a student population at least 75 percent at risk of dropping out.

Additional information about charter schools and charter school students may be obtained from the agency. Information derived from 2001-02 school year data will be available after November 1, 2002.

State Waivers

During the 2001-02 school year, the commissioner of education granted 1,321 expedited and general state waivers (see Table 9.1). The type of waiver most frequently requested is one that allows a district or campus to modify its calendar to make additional time available for staff development. For the 2001-02 school year, the commissioner of education approved 406 waivers granting a maximum of three days for general staff development. These waivers for additional general staff development accounted for 30.7 percent of the general state waivers approved in school year 2001-02. To encourage staff development related to reading/language arts, mathematics, science, and social studies, the commissioner approved two additional waiver days for staff development. One additional day of staff development was approved for districts requesting to participate in eligible conferences appropriate to individual teaching assignments. A total of 206 districts

Table 9.1. State Waivers Approved, 2001-02

Type of Waiver	Number	Percent
Expedited Waivers		
Staff Development	406	30.7
Staff Development for:		
Reading/Language Arts; Mathematics; Science; and Social Studies	178	13.5
Conference	28	2.1
Modified Schedule - Texas Assessment of Academic Skills (TAAS)	152	11.5
Early Release Days	280	21.2
General Waivers		
Course Requirements	12	0.9
Certification	31	2.3
Disciplinary Alternative Education Campus	3	0.2
Education Home Instruction	11	0.8
First Day of Instruction for Students	62	4.7
Alternative Education Program Attendance	12	0.9
Student Identification/Gifted and Talented	6	0.5
Foreign Exchange Students	14	1.1
Pregnancy-Related Services	16	1.2
Textbooks	94	7.1
Other Miscellaneous Waivers	16	1.2
Total Waivers Approved	1,321	100.0

Note. Waivers approved from 06/01/2001 through 05/31/2002.

requested one or all of these additional days for staff development.

Class size waivers may be granted by the commissioner of education only in cases of undue hardship and for only one semester at a time. A class size waiver may be granted under the following criteria: (1) a district is unable to employ qualified teachers; (2) a district is unable to provide educational facilities; or (3) a district budgeted for a class size ratio of 22:1 in Grades Kindergarten through 4, but has a campus (or campuses) with enrollment increases or shifts that causes this limit to be exceeded by only one or two students in only one section at any grade level on any campus. Table 9.2 presents the class size waivers approved in the 2001-02 school year.

Table 9.2. Class Size Waivers Approved, 2001-02

Semester	Number
Fall 2001	99
Spring 2002	93
Total, 2001-02	192

Note. Waivers approved from 06/01/2001 through 05/31/2002.

TEC §39.112 automatically exempts any school district or campus that is rated *exemplary* from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined. In the school year 2001-02, the number of *exemplary* districts, excluding charters, were 149 (14.3%), and the number of *exemplary* campuses were 1,921 (27.1%). The comparable numbers for the school year 2000-01 were 178 *exemplary* districts, excluding charters (17.1%), and 1,571 *exemplary* campuses (22.5%).

Education Flexibility Partnership Act (Ed-Flex)

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to reform and improve education. Ed-Flex is designed to help districts and schools carry out educational reforms and raise the achievement levels of all students by providing increased flexibility in the implementation of certain federal educational programs in exchange for enhanced accountability for the performance of students.

The Texas Education Agency was given Ed-Flex authority in 1995 for a five-year period. In October 2000, the agency reapplied under the Education Partnership Act of 1999 (Ed-Flex) to continue Ed-Flex authority. This was approved by the United States Department of Education in March 2001 for an additional five years.

Statewide Administrative Waivers

During the 2001-02 school year, the commissioner of education used his Ed-Flex authority to grant four statewide administrative waivers to all local education agencies (LEAs). These waivers reduced administrative paperwork for the federal programs covered under Ed-Flex without the need for individual application.

Statewide Programmatic Waivers

Title I, Part A Program—Schoolwide Eligibility

The commissioner continued to grant a statewide, programmatic waiver that eliminated the 50 percent poverty requirement for Title I, Part A schoolwide eligibility. This waiver was available to campuses that were eligible for Title I, Part A services, but did not have at least 50 percent of their students from low-income families. To apply for a waiver on behalf of a campus, Schedule 5C.1 had to be submitted with the LEA Application for Federal Funding.

In school year 2000-01, 371 Title I, Part A campuses in Texas were operating schoolwide programs under this waiver. In order to be approved for a schoolwide waiver for school year 2001-02, the campuses were required to demonstrate that their economically disadvantaged (low-income) students had made gains in achievement during the previous waiver period. In 2001-02, 367 campuses applied for a schoolwide eligibility waiver. Of these, 287 waivers were granted; 73 were not needed; and 7 were denied due to the campus' failure to meet the minimum student achievement gains required for renewal. Of the 287 waivers that were granted, 236 went to campuses that had previously implemented a schoolwide waiver and had demonstrated the required student achievement gains; 51 waivers were granted to campuses not previously granted schoolwide eligibility waivers.

Title II, Eisenhower Professional Development Program—Subject Priorities

The commissioner also continued to grant a waiver that allowed the use of up to 25 percent of Title II Eisenhower Professional Development Program funds reserved for professional development in mathematics and science for professional development in reading/ language arts and in social studies. To apply for a waiver, Schedule 5C.2 had to be submitted with the LEA Application for Federal Funding.

In school year 2000-01, 64 subject priority waivers were in effect. Three of these waivers were granted to districts involved in shared services arrangements; therefore, the total number of LEAs affected by this waiver was 185. In order to be approved for subject priority waivers for school year 2001-02, LEA's were required to demonstrate that their students made mathematics test gains from the previous waiver period. In 2001-02, 23 LEA's applied for subject priority waivers; 18 of these were granted and 5 were not needed. Of the 18 subject priority waivers that were approved, 17 went to LEAs that had previously implemented subject priority waivers and whose students had demonstrated the required achievement gains; one was given to an LEA that had not previously had a subject priority waiver.

Individual Programmatic Waivers

In addition to statewide programmatic waivers, LEAs could also request individual programmatic waivers, based on their specific program needs. In order to request an individual programmatic waiver, a LEA submits a separate individual programmatic waiver application which is then reviewed by the state Ed-Flex committee. The commissioner of education uses the recommendations of this committee to make the decision to approve or deny each LEA waiver application.

In order to ensure the intended beneficiaries of programs for which LEAs receive individual programmatic waivers are not negatively impacted by waving statutory requirements, stringent evaluation criteria are required. In 2000-01, a total of 26 individual programmatic waivers were in effect; nine of these were scheduled to expire at the end of the 2000-01 school year. In order to be eligible to reapply, the waiver recipients were required to demonstrate that they had met the evaluation criteria established for their waivers. Three LEAs chose to reapply for 2001-02; their waiver applications were approved for three additional years. Three other LEAs that had not previously participated also requested and received individual programmatic waivers beginning in the 2001-02 school year. A total of 17 individual programmatic waivers were scheduled to expire at the end of the 2001-02 school year. These waiver recipients will be eligible to reapply for these waivers contingent on their evaluation results. Applications for new individual programmatic waivers for the 2002-03 school year will be reviewed by the state Ed-Flex committee.

Agency Contact Persons

For information on the review of rules, contact Criss Cloudt, Associate Commissioner for Accountability Reporting and Research and Cristina De La Fuente-Valadez, Manager, Division of Policy Planning, (512) 463-9701.

For information on open-enrollment charter schools, contact Ron McMichael, Deputy Commissioner for Finance and Accountability, (512) 463-9451 and Susan Barnes, Assistant Commissioner for Charter Schools, (512) 463-9575.

For information on general state waivers, contact Robert Muller, Chief of Staff, (512) 463-8532.

For information on federal Ed-Flex waivers, contact B.J. Gibson, Assistant Commissioner for State and Federal Student Initiatives, (512) 463-9374.

Other Sources of Information

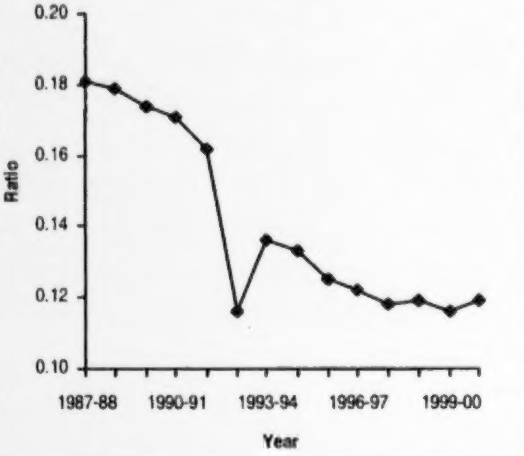
For a list of general state waivers granted by the commissioner of education, see the waiver report included in the agenda for each SBOE meeting. For additional information on the review of board and commissioner of education rules, state waivers, and federal Ed-Flex waivers, see the agency home page at www.tea.state.tx.us.

10. Administrative Cost Ratios

In 2002, the Texas Education Agency (TEA) examined the ratio of school districts' administrative expenditures to instructional expenditures as required by Section 42.201 of the Texas Education Code. The following information summarizes the methodology used to determine a district's administrative cost ratios for school year 2000-01.

The administrative cost ratio for a school district is determined by dividing non-federal operating expenditures in general administration and instructional leadership by expenditures in instruction, instructional resources, curriculum development and instructional staff development, and guidance and counseling services. The ratio is compared to a target standard set by commissioner's rule for districts within one of six average daily attendance (ADA) groups. Figure 10.1 shows the statewide mean administrative cost ratio for the school years 1987-88 through 2000-01.

Figure 10.1. State Average Administrative Cost Ratio, 1987-88 Through 2000-01



A district exceeding the applicable standard is required to either submit a plan to reach compliance during the next full school year or request a waiver from the commissioner. The commissioner has authorized a small number of waivers for districts that demonstrate justified costs over which the district has no control. Districts awarded a waiver are allowed a higher standard than other districts in the same ADA group but cannot exceed the standard established by waiver. If a district again exceeds the applicable standard or waiver standard during the subsequent school year, an amount equal to the excess administrative expenditures is withheld from state aid payments.

During the 2000-01 school year, 13 districts exceeded the applicable administrative cost standard. These districts will have to meet administrative cost standards in the 2002-03 school year or remit amounts equal to excess administrative costs to the state. Table 10.2 shows ADA groups, the standards set by commissioner's rule, and the distribution of districts that have exceeded standards for the past four years.

Agency Contact Person

For information on administrative cost ratios, contact Joe Wisnoski, Department of School Finance and Fiscal Analysis, (512) 463-8994.

Table 10.1. Districts Exceeding Administrative Cost Standard, 1997-98 Through 2000-01

		Number				Percent			
ADA[a] Group	Standard	1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01
10,000 and Above	0.1105	0	0	0	0	0	0	0	0
5,000 to 9,999	0.1250	0	1	0	1	0	2	0	2
1,000 to 4,999	0.1401	4	7	4	5	1	2	1	2
500 to 999	0.1561	2	5	4	3	1	2	2	1
Less than 500	0.2654	4	2	4	4	1	1	1	1
Sparse	0.3614	1	1	1	0	1	1	1	0
Statewide		11	16	13	13	1	2	1	1

[a]Average Daily Attendance.

11. District Reporting Requirements

The Texas Education Agency (TEA) establishes district reporting requirements for both automated data collections and paper collections. Automated data collections are those in which the data submissions are exclusively electronic. In most instances, districts are given the option to submit paper collections in an electronic format.

There are now several data requirements that depend on the submission of electronically formatted information from school districts. The most extensive of these systems is the general data collection known as the Public Education Information Management System (PEIMS). This data system gathers information about public education organizations, school district finances, staff, and students. A summary of the information types is shown in Table 11.1.

There are 150 data elements in PEIMS for the 2002-03 school year, and all reporting requirements for the elements are documented annually in the TEA publication, *PEIMS Data Standards*. This large-scale data collection is designed to meet a number of data submission requirements in federal and state law. The PEIMS system and its data requirements are the subject of two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets on a quarterly basis to provide advice to the commissioner concerning data collection policies and strategies. All major changes to PEIMS requirements are reviewed by this committee, which is comprised of representatives of school districts, regional education service centers, and legislative and executive state government offices.

In addition, the Information Task Force (ITF) provides technical reviews of proposed changes to PEIMS data standards, and reports to the PCPEI. This group is made up of agency, school district, and regional education service center staff, and has conducted sunset reviews in 1991-92, and again in 1996-97, of all PEIMS data elements to minimize reporting burdens on school districts. A three-year sunset review process has been adopted as part of the ongoing responsibilities of the task force.

The agency maintains a system used for gathering information in an electronic format for the Child Nutrition Program Information Management System (CNPIMS). This data collection system is designed to meet the administrative data requirements of the National School Lunch and School Breakfast reimbursement systems. It is designed for direct input from school districts through an Internet connection. There are approximately five principal entry screens with about 30 data elements in the CNPIMS for the 2002-03 school year, and all reporting requirements for the elements are documented online. Total data requirements vary with the size of the school district, but monthly reimbursement claims require input of only eight fields.

A comparable system for order entry of textbooks has also been developed at the agency. The web-based

Table 11.1. Information Types in the PEIMS Electronic Data Collection

Organizations

- District name and assigned number
- Shared service arrangement types, fiscal agent, and identifying information
- Campus identification and certain program component information specific to that campus

Staff

- Identification information, including Social Security number and name
- Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience
- Employment, including days of service, salary, and experience within the district
- Permits held by staff to perform certain job functions
- Responsibilities, including the types of work performed, its location, and, in some cases, the time of day

Finances

- Budgeted revenue and expenditures for required funds, functions, objects, organizations, and programs
- Actual revenue and expenditures for required funds, functions, objects, organizations, and programs

Students

- Identification, including a unique student number, name, and basic demographic information
- Enrollment, including campus, grade, special program participation, and various indicators of student characteristics
- Attendance information for each six-week period and special program participation
- Course completion for Grades 9-12
- Student graduation information
- School leaver information
- Disciplinary actions

Educational Materials and Textbooks (EMAT) database system allows schools to place textbook orders, adjust student enrollments, and update district inventory. There are multiple steps to the process, but school districts generally enter the materials code and a quantity to place orders. There are six input screens to enter about 20 data elements. The districts have access to about 25 screens and 16 reports.

School districts have been given the ability to enter other transactional data directly through the Internet. The Adult and Community Education System (ACES) was implemented to allow users to enter data and print reports that track the status of students participating in Texas adult education programs. The New Generation System (NGS) is an interactive interstate information network for migrant students. This system is designed to allow student data to be shared among school districts serving migrant students. School districts now update certain basic contact and organizational data through a web-based application known as Ask TED (Texas Education Directory).

Certain applications for funding and related documentation for a limited set of grant programs can also be done online in an Internet-based application. Applications for Carl Perkins funds and certain funds managed by the Divisions of Special Education and Services for the Deaf can be completed and submitted over the Internet. Certain expenditure reports may also be completed online.

The Texas Education Agency allows paper collection instruments for information that cannot meet the development cycle or data architecture of the PEIMS data collection. In many cases, data requirements change with more frequency and with less lead time than the PEIMS system supports. In other cases, the information acquired is too variable to fit predetermined coded values, or requires a more open reporting format than electronic formats provide.

Paper collection requirements are presented on the TEA web site, along with a downloadable version of each collection instrument. This form of publication replaces the published paper version of *Bulletin 742 - Data Submission to the Texas Education Agency*. The web site publication has excluded certain short-term data collections, such as one-time surveys or transitional collection systems.

The Texas Education Agency Data Approval Committee (TEADAC) is made up of staff from across the agency. In addition to conducting a sunset review of documents in Bulletin 742, the committee is charged with developing ongoing reviews of new data requirements and establishing an educational program for agency staff to make information collections more effective and less burdensome. The result is a much smaller set of paper collections, which are categorized in Table 11.2.

The sources of remaining data requirements are also shown in Table 11.2. The number of paper collections has been substantially reduced in part due to elimination of statutory requirements or the reassignment of functions to other agencies. The length of reports is difficult to assess because several reports vary in length according to the number of affected students, staff, or campuses. In the basic form, the 28 data collection instruments have less than 100 total pages of data entry. Review of Bulletin 742 documents will continue on an ongoing basis.

Table 11.2. Bulletin 742 Summary, 2002-03

Description	Number
Documents Published and Available on the Texas Education Agency Web Site	
Business forms	20
Data collection instruments	28
Surveys	3
Total	51
Data Collections for 2002-03	
Federal requirements	
Title I	5
Emergency immigrant education	1
Special education	2
Civil Action 5281	1
Subtotal	9
State requirements	
Bilingual education	2
Special education	1
Transportation	2
Other	12
Subtotal	17
State and federal requirements	
Adult education	1
Career and technology	1
Grants administration	1
Other	1
Subtotal	4
Total[a]	30

[a] Includes two mandatory surveys.

Agency Contact Persons

For information on the Public Education Information Management System (PEIMS), Bulletin 742, the Texas Education Agency Data Approval Committee (TEADAC), the Policy Committee on Public Education Information (PCPEI), and the Information Task Force (ITF), contact Karen Cornwell, PEIMS Division, (512) 463-9229.

For information on the New Generation System (NGS), contact Pat Meyertholen, Migrant Division, (512) 463-9067.

For information on the Adult and Community Education System (ACES), contact Evelyn Curtis, Adult and Community Education Division, (512) 463-9294.

For information on the Child Nutrition Program Information Management System (CNPIMS), contact Gary Rose, Child Nutrition Program Division, (512) 997-6558.

For information on the Educational Materials and Textbooks (EMAT) system, contact Chuck Mayo, Textbook Division, (512) 463-9601.

Other Sources of Information

2002-03 Public Education Information Management System Data Standards; TEA web site: www.tea.state.tx.us.

12. Agency Funds and Expenditures

One of the primary functions of the Texas Education Agency (TEA) is to finance public education with funds authorized by the Texas Legislature. The majority of the funds administered by the TEA are passed from the agency directly through to school districts. The agency administered $14.2 billion in public education funds in fiscal year (FY) 2002 or the 2001-02 school year and will administer $15.3 billion in FY2003 or the 2002-03 school year.

Table 12.1. Texas Education Agency, Method of Financing, 2001-02 and 2002-03

Method of Financing	2001-02	2002-03
General Revenue (GR) Fund		
General Revenue Fund	$ 236,831,349	$ 279,529,276
Available School Fund	922,234,821	1,386,096,107
State Textbook Fund	578,680,050	227,254,397
Foundation School Fund	8,317,563,174	8,698,998,962
GED Fees	575,862	623,725
GR MOE for Temporary Assistance for Needy Families	2,000,000	2,000,000
Earned Federal Funds	4,672,064	4,679,662
Lottery Proceeds	820,000,000	799,000,000
Subtotal, GR Fund	$10,882,557,320	$11,398,182,129
GR Dedicated		
Read to Succeed Account	$ 42,960	$ 42,960
Federal Funds		
Federal Health, Education, and Welfare Fund	1,760,345,296	2,285,265,455
Federal School Lunch Fund	797,541,874	879,777,060
Federal Funds	6,100,000	6,500,000
Subtotal, Federal Funds	$ 2,563,987,170	$ 3,171,542,515
Other Funds		
Telecommunications Infrastructure Fund	19,136,311	19,592,228
Appropriated Receipts - Attendance Credits, Estimated	680,000,000	692,600,000
Interagency Contracts	73,000	0
Interagency Transfer (System Benefit Fund)	27,200,000	7,300,000
Subtotal, Other Funds	$ 726,409,311	$ 719,492,228
Total, Method of Financing	$14,172,996,761	$15,289,259,832
Total Full Time Equivalents	858.5	860.5

Method of Financing for FY2002 and FY2003

Table 12.1 presents the funds within three major methods of financing that TEA received, General Revenue Fund, Federal Funds, and Other Funds. The majority of funds (74.6%) for FY2003 come from the General Revenue Funds, with 20.7 percent from Federal Funds and 4.7 percent from Other Funds.

TEA Administrative Budget for FY2003

As can be noted in Table 12.2, the largest percent (27.2%) of funding comes from the Available School Fund.

Table 12.2. Texas Education Agency Administrative Budget, 2002-03

Method of Finance	Amount	Percent
General Revenue Fund	$ 24,254,029	22.6
Available School Fund	29,249,857	27.2
Textbook Fund	3,400,647	3.2
U.S. Department of Education Fund	28,048,794	26.1
Federal School Lunch Fund	3,136,275	2.9
Foundation School Fund	10,306,615	9.6
Telecommunications (TIF)	1,263,628	1.2
Earned Federal Funds	4,679,662	4.4
Miscellaneous Fees	400,515	0.4
Guaranteed Bond Program	45,082	0.04
GED Fees	623,725	0.6
Driver Training Fees	1,961,487	1.8
Total	$107,370,316	100.0

Note. Amounts do not include fringe benefits.

State and Federal Funds Passed Through TEA to School Districts, Charter Schools, and Regional Education Service Centers, FY2003

TEA retained very little state and federal funds received at the agency in FY2003. As shown in Table 12.3 on page 136, 99.4 percent of the state funds received and 99.0 percent of the federal funds received were passed through the agency to school districts, charter schools, and regional Education Service Centers (ESC).

Table 12.3. State and Federal Funds Appropriated to TEA and Passed Through to School Districts, Education Service Centers, and Education Providers, 2002-03

State Funds	Amount	Percent
Administrative Budget	$ 76,185,247	0.6
State Funds Passed Through*	12,048,032,070	99.4
Total State Funds	$12,124,217,317	100.0
Federal Funds		
Administrative Budget	$ 31,185,069	1.0
Federal Funds Passed Through*	3,133,857,446	99.0
Total Federal Funds	$ 3,165,042,515	100.0

*Recipients include school districts, education service centers, etc.

Compared to other state education agencies, TEA consistently leads in having the highest percent of appropriations that are passed through to school districts, charter schools, and ESCs.

TEA Strategic Plan and TEA Expenditures

Agency planned expenditures for 2001-02 and 2002-03 presented in this chapter are linked to the goals and strategies of the agency strategic plan, detailed in Table 12.4, with expenditures reflected at the strategy level.

Agency Contact Persons

For information on TEA funds and expenditures, contact Bill Monroe, Chief of Operations, (512) 463-9437 and Dan Arrigona, Senior Director, Strategy, Budget, and Royalties, (512) 463-9171.

Other Sources of Information

FY2003 Agency Annual Administrative and Program Strategic Budget; Legislative Appropriations Request for Fiscal Years 2004 and 2005, Texas Education Agency, August 2002.

Table 12.4. Expenditures Under TEA Goals and Strategies, 2001-02 and 2002-03

Goals and Strategies	2001-02	2002-03
A. Goal: Standards of Achievement and Equity		
The Texas Education Agency will build the capacity of the state public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies by developing and communicating standards of student achievement and district and campus accountability and disbursing foundation program school funds.		
A.1.1. Strategy: Assessment The state's assessment system will continue to provide a basis for evaluating and reporting the extent to which an increasing share of the students in the Texas educational system are achieving state goals for student performance.	$ 57,391,199	$ 53,434,483
A.1.2. Strategy: Accountability System Build the capacity of the state public education system by developing and implementing standards of district and campus accountability for the achievement of all students.	0[a]	0[a]
A.2.1. Strategy: FSP-Equalized Operations Operate an efficient and equitable school finance system, disburse Foundation School Program formula funding to school districts and charter schools, and ensure that formula allocations are accounted for in an accurate and appropriate manner.	9,417,580,006	10,269,827,838
A.2.2. Strategy: FSP-Equalized Facilities Operate an equalized school facilities program by ensuring the allocation of a guaranteed yield of existing debt and disbursing facilities funds.	879,120,427	775,000,000
A.3.1. Strategy: Instructional Materials Provide students equitable access to instructional materials and technologies supporting the Texas Essential Knowledge and Skills (TEKS).	575,411,136	223,853,750

continues

[a] Strategy A.1.2 is a program strategy. The agency's operating funds for developing and administering the accountability rating system are found in Strategy C.1.1.

Table 12.4. Expenditures Under TEA Goals and Strategies, 2001-02 and 2002-03 (continued)

Goals and Strategies	2001-02	2002-03
A.3.2. Strategy: Technology Support the implementation, maintenance, and expansion of a statewide technological infrastructure for education including the Internet; increase access to educational data; encourage school districts to plan for and implement technologies that increase the effectiveness of student learning, instructional management, professional development, and administration; and integrate technology into the curriculum in relation to the technology applications TEKS.	$ 19,265,583	$ 56,362,613
A.3.3. Strategy: Improving Educator Performance Continue to ensure teachers in grades K-12 have access to quality reading instruction training; develop and implement professional development initiatives that encourage collaboration between K-12 and higher education and ensure all educators access to training and evaluation tied to the Texas Essential Knowledge and Skills.	68,946,337	300,003,068
Total, Goal A	$ 11,017,714,688	$ 11,678,481,752
B. Goal: Local Excellence and Achievement		
The state public education system will foster local innovation, support local authority, and encourage regional, district, and university efforts to ensure that each student performs at grade level; demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies; and attains sufficient secondary credit to graduate on time.		
B.1.1. Strategy: Academic Excellence Build the capacity of school districts to plan and implement challenging academic, advanced academic, career and technology education, and bilingual/English as a second language education programs to ensure that all Texas students are prepared to gain entry level employment in a high-skill, high-wage job or continue their education at the postsecondary level.	$ 121,803,113	$ 247,873,287
B.1.2. Strategy: Student Success Build the capacity of school districts to ensure that all Texas students have the skills they need to succeed; that all third grade students read at grade level and continue to read at grade level; and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.	254,218,249	353,921,663
B.2.1. Strategy: Achievement of Students At Risk Build the capacity of school districts, regional education service centers, and service providers to develop and implement instructional support programs that ensure that students at risk attain the state's goal of exemplary performance and take full advantage of Texas' status as an Ed-Flex state.	898,794,863	907,064,547
B.2.2. Strategy: Students With Disabilities Build the capacity of regional education service centers, school districts, and service providers to develop and implement programs that ensure students with disabilities attain the state's goals of exemplary academic performance.	565,227,474	670,296,761
B.2.3. Strategy: Support Programs Build the capacity of the state public education system by developing and implementing the academic counseling and support service programs necessary for all students to demonstrate exemplary academic performance.	47,702,327	79,306,329
B.2.4. Strategy: Child Nutrition Programs Build the capacity of the state public education system by implementing and supporting efficient state child nutrition programs.	808,874,197	891,339,909
B.2.5. Strategy: Adult Education and Family Literacy Build the capacity of the state public education system by encouraging school districts and service providers to provide and be accountable for adult education and family literacy programs and improving the adult literacy rate.	66,568,888	71,660,627

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*Strategy A.1.2 is a program strategy. The agency's operating funds for developing and administering the accountability rating system are found in Strategy C.1.1.

Table 12.4. Expenditures Under TEA Goals and Strategies, 2001-02 and 2002-03 (continued)

Goals and Strategies	2001-02	2002-03
B.2.6. Strategy: Safe Schools Enhance school safety and ensure that students in the Texas Youth Commission and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to demonstrate exemplary performance in comparison to state and national academic standards in reading and the foundation subjects of English language arts, mathematics, science, and social studies.	$ 62,942,039	$ 65,131,534
B.2.7. Strategy: Windham School District Build the capacity of the Windham School District within the Texas Department of Criminal Justice by ensuring that students are provided effective instructional and support services.	71,115,423	71,115,423
B.3.1. Strategy: Regional Training and Development The regional education service centers will facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.	63,068,414	65,870,692
B.3.2. Strategy: Deregulation/School Restructuring Encourage educators, parents, community members, and university faculty and personnel to increase involvement in education, improve student learning, and develop and implement programs that meet local needs and promote the successful integration of open enrollment charter schools into the Texas public education system.	81,488,485	79,826,992
Total, Goal B	$ 3,041,803,472	$ 3,503,407,764
C. Goal: Texas Education Agency Operations		
The Texas Education Agency will fulfill its statutory responsibilities in building the capacity of the Texas public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies.		
C.1.1. Strategy: Accountability Operations Develop and implement standards of district and campus accountability for student achievement and financial performance of districts by conducting research, reporting results, and responding to districts and campuses not meeting state standards.	$ 19,189,970	$ 19,314,397
C.1.2. Strategy: School Finance System Operations Efficiently manage the Foundation School Program and increase the principal value of the Permanent School Fund and the annual rate of deposit to the Available School Fund.	34,192,642	25,758,401
C.1.3. Strategy: Improving Instruction Operations Provide equitable access to instructional materials for the state's foundation and enrichment curriculum; develop, communicate, and provide training in the state's Essential Knowledge and Skills; maintain and expand the technological capabilities of the public education system; and increase access to educational data.	10,493,527	10,491,405
C.2.1. Strategy: Local Authority Operations Foster program and funding flexibility, support regional training and development at the education service centers, and encourage educators, parents, community members, and university faculty and personnel to develop programs that increase involvement in education, improve student learning, and meet local needs.	5,958,048	5,793,158
C.2.2. Strategy: Special Populations Operations Support access by all students to instructional programs based on the state's essential knowledge and skills.	7,913,125	7,797,814
Total, Goal C	$ 77,747,312	$ 69,155,175

continues

*Strategy A.1.2 is a program strategy. The agency's operating funds for developing and administering the accountability rating system are found in Strategy C.1.1.

Table 12.4. Expenditures Under TEA Goals and Strategies, 2001-02 and 2002-03 (continued)

Goals and Strategies	2001-02	2002-03
D. Goal: Indirect Administration		
D.1.1. Strategy: Central Administration	$ 13,585,104	$ 15,272,636
D.1.2. Strategy: Information Resources	22,146,185	22,942,505
Total, Goal D	35,731,289	38,215,141
Grand Total	$ 14,172,996,761	$ 15,289,259,832

•Strategy A.1.2 is a program strategy. The agency's operating funds for developing and administering the accountability rating system are found in Strategy C.1.1.

13. Performance of Open-Enrollment Charter Schools

The first open-enrollment charter schools were authorized by the State Board of Education (SBOE) in 1996. To promote local initiative, charter schools are subject to fewer regulations than other public school districts (TEC §12.103). Many charters were established to serve predominantly students at risk of dropping out of school. Charter schools are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation.

The 77th Legislature required reporting of the performance of charter schools on the academic excellence indicators (TEC §39.051(b)) in comparison to the performance of other school districts. A separate comparison was required of the performance of charter schools predominantly serving students at risk of dropping out of school (TEC §29.081(d)) with that of other school districts (Senate Bill 702).

Charter schools are all relatively new. Although the first charters have now been in operation for six years, the majority of charter schools have been operating for four years or less. In 2001, there were 168 operational charter schools and 201 charter school campuses. In some cases, a charter operates more than one campus. In spring 2002, there were 180 operational charter schools and 230 charter school campuses. Charter schools are also relatively small: in 2001-02, the average campus enrollment was 195 students. In total, 47,050 students were served in charter schools in 2001-02.

Charter schools are monitored and accredited under the state testing and accountability system. Although some charter schools consist of more than one campus, charters do not receive district accountability ratings. Charter schools receive campus ratings only. Often, campuses that serve primarily students at risk of dropping out and meet the required criteria apply to be rated under the alternative accountability procedures. In 2002, 48.0 percent of charter school campuses were rated under the alternative accountability procedures. In comparison, of the 6,863 campuses that were not charter schools, 4.0 percent were rated under the alternative accountability procedures.

In the analyses that follow, charter schools with 51.0 percent or more of their students at risk of dropping out of school as reported through the Public Education Information Management System (PEIMS) data are referred to as *at-risk charters*. The designation *all charters* refers to all charter schools, both those serving primarily at-risk students and those not serving primarily at-risk students. The reference to *school districts* in this chapter refers only to regular school districts.

In 2002, 64.2 percent of *all charter* school students participating in the English-version Texas Assessment of Academic Skills (TAAS) passed all tests taken (Table 13.1). The percentage passing in *at-risk* charters was lower – 59.6 percent. The average passing rate for *school districts* statewide, excluding charters, was 85.5 percent. Regardless of student group, subject, or grade,

Table 13.1. Percent Passing English-Version TAAS in All Charter Schools, At-Risk Charter Schools, and School Districts, 2000 Through 2002

	All Charters				*At-Risk Charters*[a]				*School Districts*[b]			
Subject Area	**2000**	**2001**	**2002**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2002**
Reading	70.9	72.0	78.5	7.6	69.2	71.2	78.1	8.9	87.4	89.0	91.4	4.0
Mathematics	61.9	67.1	75.4	13.5	61.1	64.7	71.7	10.6	87.5	90.3	92.8	5.3
Writing	62.6	64.8	69.1	6.5	57.9	60.0	65.4	7.5	88.3	88.0	88.8	0.5
Social Studies	55.7	59.5	65.3	9.6	53.9	58.2	58.1	4.2	71.8	77.0	83.8	12.0
All Tests Taken	53.2	55.7	64.2	11.0	53.0	53.1	59.6	6.6	80.0	82.2	85.5	5.5

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charter schools.

Note. English-version TAAS, Grades 3-8 and 10.

Note. Please refer to Chapter 1 on the Academic Excellence Indicators and Chapter 2 on Student Performance for definitions and descriptions of indicators used. In addition, Chapter 9 on Deregulation and Waivers has information on the inception and growth of charters.

average passing percentages on the English-version TAAS in *school districts* were higher than in *all charters*. However, the 64.2 percent passing rate represents a notable increase from the previous year's *all charter* passing rate for all tests taken (55.7%).

For some student groups, *at-risk charters* outperformed *all charters*. Similar to the previous year, Hispanic students at *at-risk charters* had higher passing rates on most subject areas of the English-version TAAS than *all charters* (Table 13.4 on page 145).

Also like the previous year, *at-risk charters* had strong performances among students taking the Spanish-version TAAS tests. In Grade 4 reading and mathematics and Grade 5 mathematics and all tests taken, *at-risk charter* students had higher passing rates than all charters and school district students (Table 13.3 on page 144).

It is important to remember the changes in charter schools in terms of new campuses opening and others closing when comparing performance from one year to the next. From 2000 to 2002, the passing rates for students in *all charters* and *at-risk charters* increased for all student groups and for all subject areas, except for a slight decrease (-0.5%) for Hispanic students in social studies in *at-risk charters*. For the most part, African American students made greater gains than other student groups (Table 13.4 on page 145). In many cases, it should be noted that charter school results reflect small numbers of students.

The 2000-01 Grades 7-12 annual dropout rates for *all charter* students (3.3%) and *at-risk charter* students (3.7%) were higher than the rate for students in *school districts* (0.8%). The 2001 graduation rate of students enrolled as 9th graders through four years of school in *all charters* (30.0%) was much lower than the rate for *school districts* (82.0%). The graduation rate of *at-risk charters* (29.5%) was nearly the same as the *all charter* rate. From 1998-99 to 2000-01, the annual dropout rates for all students in *all charters* and *school districts* decreased; the rates for students in *at-risk charters* showed the greatest decrease in dropout rates. The four-year graduation rate nearly doubled for *all charters* and more than doubled for *at-risk charters* over the past two years.

The percentages of *all charter* students passing end-of-course examinations were around 20 to 30 points below the percentages of *school district* students for all subjects; *at-risk charter* students had lower passing rates than *all charter* students for all subjects except U.S. History. The participation rate and percent meeting criterion on college admissions tests were higher in *school districts* than in *all charters*. From 1999 to 2001, on college admissions tests, both *all charter* and *at-risk charter* students showed decreased participation rates, while students in *school districts* showed a slight increase.

Percent Passing Texas Assessment of Academic Skills (TAAS)

The passing rates for students in *all charter* and *at-risk charter* schools taking the English-version TAAS in Grades 3-8 and 10 increased in all subject areas from 2000 to 2002 (Table 13.1 on page 141). However, the percentages of students passing in *all charter* and *at-risk charter* schools were markedly lower than the *school district* passing rates for all TAAS subject areas. Passing rates also increased at all grade levels for the *all charter* group.

In reading, the 2002 *all charter* passing rate for students tested in Grades 3-8 and 10 was 78.5 percent (Table 13.1 on page 141). There was a gap of 12.9 percentage points between the *all charter* students and *school district* students, which is an improvement over the gap in 2001 (17.0 percentage points). In Grade 5, the *at-risk charter* group had higher passing rates than the *all charter* group. The *all charter* passing rate increased 7.6 percentage points over the previous two years and all grade levels also made gains (Table 13.2). Grade 10 students demonstrated the most notable improvement, gaining 18.2 percentage points to achieve a passing rate of 81.5 percent.

In mathematics, the 2002 *all charter* passing rate for students tested in Grades 3-8 and 10 increased 13.5 percentage points from the previous two years to 75.4 percent passing. Students in *school districts* had a passing rate of 92.8 percent, a 17.4 percentage point difference from the *all charter* rate. The gap was a decrease from the previous year's difference of 23.2 percentage points. *At-risk charters* had a lower passing rate in mathematics than *all charters*, but in Grade 5 the *at-risk charters* outperformed *all charter* schools. For *all charter* schools as a whole, all grades made notable gains. As with reading, Grade 10 students demonstrated the greatest gain (22.6 percentage points) for a passing rate of 66.9 percent.

In writing, the *all charter* students passing rate in Grades 4, 8, and 10 increased 6.5 percentage points from 62.6 percent in 2000 to 69.1 percent in 2002. Again, Grade 10 showed the greatest improvement (12.1 percentage points), with a 2002 passing rate of 71.3 percent. The gap between the percent passing for students in *all charters* and *school district* students of 19.7 percentage points was a decrease from the previous year's 23.2 percentage point gap. Students at *at-risk charter* schools did not perform as well as *all charter* school students in writing.

Table 13.2. Percent Passing English-Version TAAS in All Charter Schools, At-Risk Charter Schools, and School Districts, by Grade and Subject Tested, 2000 Through 2002

	All Charters				*At-Risk Charters*[a]				*School Districts*[b]			
Subject Area	**2000**	**2001**	**2002**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2002**
Grade 3												
Reading	64.1	64.4	69.4	5.3	61.2	54.0	62.2	1.0	88.0	86.9	88.1	0.1
Mathematics	41.0	49.2	60.5	19.5	43.9	46.4	55.4	11.5	80.7	83.3	87.6	6.9
Grade 4												
Reading	69.6	70.6	74.2	4.6	67.0	75.2	68.8	1.8	90.0	90.9	92.6	2.6
Mathematics	51.0	64.3	73.5	22.5	56.2	65.9	67.3	11.1	87.3	91.5	94.3	7.0
Writing	63.8	64.1	67.7	3.9	69.0	59.2	61.6	-7.4	90.4	89.4	90.0	-0.4
Grade 5												
Reading	66.8	73.3	77.3	10.5	71.6	76.6	82.2	10.6	87.9	90.3	92.8	4.9
Mathematics	66.3	75.9	81.7	15.4	75.2	82.7	82.3	7.1	92.2	94.7	96.3	4.1
Grade 6												
Reading	77.7	71.7	79.6	1.9	84.1	82.0	78.7	-5.4	86.0	85.7	88.2	2.2
Mathematics	76.0	77.5	83.0	7.0	82.6	80.8	82.2	-0.4	88.5	91.5	93.9	5.4
Grade 7												
Reading	76.2	78.6	83.5	7.3	82.3	80.3	82.6	0.3	83.5	89.4	91.4	7.9
Mathematics	77.4	76.3	81.8	4.4	81.6	77.1	79.6	-2.0	88.1	89.6	92.3	4.2
Grade 8												
Reading	79.8	80.3	87.7	7.9	74.4	77.2	84.4	10.0	89.6	92.0	94.4	4.8
Mathematics	75.6	74.9	81.2	5.6	76.7	75.8	75.0	-1.7	90.2	92.5	93.0	2.8
Writing	65.7	67.3	68.1	2.4	64.8	62.5	61.1	-3.7	84.4	85.9	85.4	1.0
Science	77.4	80.1	85.0	7.6	74.0	79.2	79.6	5.6	88.2	91.9	93.0	4.8
Social Studies	55.7	59.5	65.3	9.6	53.9	58.2	58.1	4.2	71.8	77.0	83.8	12.0
Grade 10												
Reading	63.3	67.4	81.5	18.2	56.8	63.5	79.3	22.5	90.4	90.2	94.6	4.2
Mathematics	44.3	53.7	66.9	22.6	36.6	49.8	64.4	27.8	87.0	89.5	92.3	5.3
Writing	59.2	63.5	71.3	12.1	53.6	58.7	68.5	14.9	90.9	89.3	91.4	0.5

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charter schools.

Note. Credit for end-of-course examinations is included in the passing rate.

In Grade 8 science and social studies, *all charter* students were 8.0 and 18.5 percentage points, respectively, behind *school district* students in passing rates (Table 13.2). In 2002, *all charters* students averaged 85.0 percent in science and 65.3 percent in social studies, and *at-risk charter* students averaged 79.6 percent in science and 58.1 percent in social studies. *All charters* and *at-risk charters* showed greater percentage point gains in science than *school districts* between 2000 and 2002.

Analyses by grade and by subject of the performance of *at-risk charter* students and *all charter* students taking the Spanish-version TAAS in 2002 and changes over time were limited because the numbers of students taking the tests were so few (Table 13.3 on page 144).

TAAS by Student Groups

The *all charter* and *at-risk charter* passing rates improved from 2000 to 2002 for reading, mathematics, writing, and social studies for all student groups (Table 13.4 on page 145). In each of these subjects, Hispanic students at *at-risk charters* did better than Hispanic students at *all charters*. Regardless of the student group or subject, average passing rates were higher in *school districts* than in *all charters* and *at-risk charter* schools.

Progress of Prior Year TAAS Failers

Average Texas Learning Index (TLI) growth for students not passing TAAS the prior year increased in 2002 in reading and mathematics for *all charter* students. Gains in TLI growth from 2000 to 2002 were especially strong for students in *at-risk charters*. Increasing their TLI growth in reading by 7.06 to 11.37, *at-risk charter* schools passed the *all charters* average of 10.78, and greatly narrowed the gap with *school districts* that had an average reading TLI growth of 11.82. TLI growth in mathematics at *at-risk charter* campuses was 8.52, compared to 9.83 for *all charter* campuses and 10.46 for *school districts*.

From 2000 to 2002, *all charter* schools considerably improved the passing rates of students who had previously failed the TAAS, particularly in

Table 13.3. Percent Passing Spanish-Version TAAS in All Charter Schools, At-Risk Charter Schools, and School Districts, by Grade and Subject Tested, 2000 Through 2002

	All Charters				*At-Risk Charters*[a]				*School Districts*[b]			
Subject Area	**2000**	**2001**	**2002**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2002**
Grade 3												
Reading	58.3	70.3	47.2	-11.1	75.0	79.4	58.8	-16.2	75.7	76.8	76.9	1.2
Mathematics	64.0	65.1	69.9	5.9	88.2	82.4	82.4	-5.8	75.1	83.5	87.3	12.2
All Tests Taken	52.0	57.8	41.1	-10.9	70.6	73.5	55.9	-14.7	66.4	71.6	74.0	7.6
Grade 4												
Reading	27.3	42.9	64.2	36.9	[c]	45.5	78.6	[e]	58.5	66.4	73.3	14.8
Mathematics	72.7	75.0	79.2	6.5	[c]	90.9	92.9	[e]	77.0	89.4	92.3	15.3
Writing	30.8	51.6	72.7	41.9	20.0	83.3	73.3	53.3	73.8	76.1	85.2	11.4
All Tests Taken	15.4	34.4	56.7	41.3	20.0	50.0	67.7	47.7	52.3	59.5	69.2	16.9
Grade 5												
Reading	16.7	64.7	85.7	69.0	[d]	80.0	[c]	[e]	52.6	71.8	79.4	26.8
Mathematics	50.0	60.0	95.5	45.5	[d]	[c]	100.0	[e]	76.8	87.2	91.3	14.5
All Tests Taken	16.7	52.9	86.4	69.7	[d]	80.0	100.0	[e]	50.3	69.6	77.9	27.6
Grade 6												
Reading	[d]	[d]	33.3	[e]	[d]	[d]	[d]	[e]	28.2	50.3	65.2	37.0
Mathematics	[d]	[d]	33.3	[e]	[d]	[d]	[d]	[e]	52.9	69.6	72.8	19.9
All Tests Taken	[d]	[d]	33.3	[e]	[d]	[d]	[d]	[e]	25.7	47.0	59.3	33.6

[a] Charters with 51.0 percent or more of students at risk of dropping out of school. [b] Excludes charter schools. [c] Fewer than five students were tested. [d] No students were tested. [e] Student scores not available from 2000 and 2002 to compute change.

Note. No charter school students took the Grade 6 Spanish-version TAAS in 2000, 2001, or 2002.

mathematics (Table 13.5). The *all charter* mathematics passing rate of TAAS failers increased 23.3 percentage points to 49.1 percent. The *at-risk charter* passing rate of TAAS failers increased 23.9 percentage points to 43.1 percent. *All charter* and *at-risk charter* passing rates still lagged behind *school districts* on this indicator.

TAAS Participation

In 2002, 96.1 percent of *all charter* students and nearly the same percentage of *school district* students (96.2%) were tested (Figure 13.1 on page 146). The percent of students tested on *at-risk charter* campuses was lower (93.4%). The percentages of students in the accountability subsets of *all charter* schools and *at-risk charters* were much lower than those of *school districts.* However, the mobile subset percentage for *all charters* (19.6%) and *at-risk charters* (29.9%) decreased over the past two years. The percentages of students tested with the State-Developed Alternative Assessment (SDAA) for certain students in special education programs were slightly higher for *all charters* (7.7%) and *at-risk charters* (8.2%) than for *school districts* (6.7%).

End-of-Course Examinations

The percentages of *all charter* students passing end-of-course examinations in Algebra I, Biology, English II, and U.S. History were around 20 to 30 points below the percentages of *school district* students (Table 13.6 on page 147). The percentages of *at-risk charter* students passing were lower than the *all charter* averages, except in U.S. History. For *all charter* schools, there were declines in percentages passing and taking for most subjects over the past two years. *School districts* also showed declines in passing and taking rates in several areas. Test participation rates for Algebra I and U.S. History at *all charter* schools were nearly half the test participation rates of *school districts.* Biology and English II test participation rates at *all charter* schools were less than half the rates of *school districts.*

Annual Dropout Rate

The 2000-01 Grades 7-12 annual dropout rate for *all charter* students improved over the past two years to 3.3 percent. This rate was 2.5 percentage points higher than the annual dropout rate for *school district* students (0.8%) (Table 13.7 on page 147). The Grade 7-12 annual dropout rate for *at-risk charter* students was 3.7 percent in 2000-01.

The Grades 7-12 annual dropout rates for African American, Hispanic, White, and economically disadvantaged students in *all charters* were higher than the rates for these groups in *school districts.* The largest gap was found between Hispanic students (4.0%) in *all charter* schools and Hispanic students (1.2%) in *school districts.* The 2000-01 annual dropout rates for African

Table 13.4. Percent Passing English-Version TAAS in All Charter Schools, At-Risk Charter Schools, and School Districts, by Student Group and Subject Tested, 2000 Through 2002

	All Charters				*At-Risk Charters*[a]				*School Districts*[b]			
Student Group	**2000**	**2001**	**2002**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2002**
Reading												
African American	61.9	64.0	74.7	12.8	58.8	58.4	72.0	13.2	81.0	82.8	86.9	5.9
Hispanic	70.4	70.4	75.4	5.0	75.8	75.6	81.8	6.0	80.7	83.5	87.0	6.3
White	82.6	85.1	88.4	5.8	68.5	72.2	84.4	15.9	94.3	95.1	96.3	2.0
Economically Disadvantaged	67.2	67.6	74.4	7.2	72.2	72.9	76.5	4.3	79.8	82.4	86.1	6.3
Mathematics												
African American	49.6	56.0	70.0	20.4	44.4	48.2	65.3	20.9	77.3	82.3	86.8	9.5
Hispanic	63.9	68.9	74.8	10.9	71.6	71.6	76.5	4.9	83.0	87.0	90.2	7.2
White	75.0	79.1	83.5	8.5	60.8	61.2	76.3	15.5	93.7	95.1	96.6	2.9
Economically Disadvantaged	60.0	64.4	72.1	12.1	66.4	68.5	70.7	4.3	81.1	85.5	89.0	7.9
Writing												
African American	55.6	59.6	65.0	9.4	48.2	49.7	61.1	12.9	82.7	83.2	84.8	2.1
Hispanic	60.6	64.4	66.4	5.8	63.3	66.1	66.9	3.6	82.4	83.1	83.8	1.4
White	73.1	71.2	77.4	4.3	61.8	55.4	70.4	8.6	94.0	93.0	93.9	-0.1
Economically Disadvantaged	58.3	62.4	65.1	6.8	59.7	65.1	64.3	4.6	81.4	81.9	82.9	1.5
Social Studies												
African American	43.2	46.7	56.0	12.8	31.8	42.3	45.3	13.5	58.2	65.5	77.5	19.3
Hispanic	49.4	57.1	63.7	14.3	66.9	65.1	66.4	-0.5	57.8	65.2	76.4	18.6
White	73.6	75.2	76.5	2.9	25.0	38.6	63.6	38.6	85.2	88.9	91.1	5.9
Economically Disadvantaged	47.9	53.7	57.9	10.0	60.2	56.7	68.2	8.0	56.6	63.7	75.3	18.7

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charter schools.

Note. Grades 3-8 and 10.

American, Hispanic, White, and economically disadvantaged *at-risk charter* students were higher than the rates for these student groups in *all charters* and *school districts*.

From 1998-99 to 2000-01, the Grades 7-12 annual dropout rates for *all charters*, *at-risk charters*, and *school districts* decreased. Among student groups, the *all charter* African American and economically disadvantaged rates showed the greatest decrease (4.9 percentage points). The African American students also showed the greatest decrease for *at-risk charters* (10.6% to 3.9%) and *school districts* (1.9% to 1.0%).

Student Attendance

From 1998-99 to 2000-01, the *all charter* attendance rate decreased slightly (0.2 percentage points) to 90.1 percent. The *at-risk charter* attendance rate of 86.2 percent was the same as it was in 1999. The *school district* rate of 95.6 percent has remained constant over the past two years.

Completion Rates/Student Status Rates

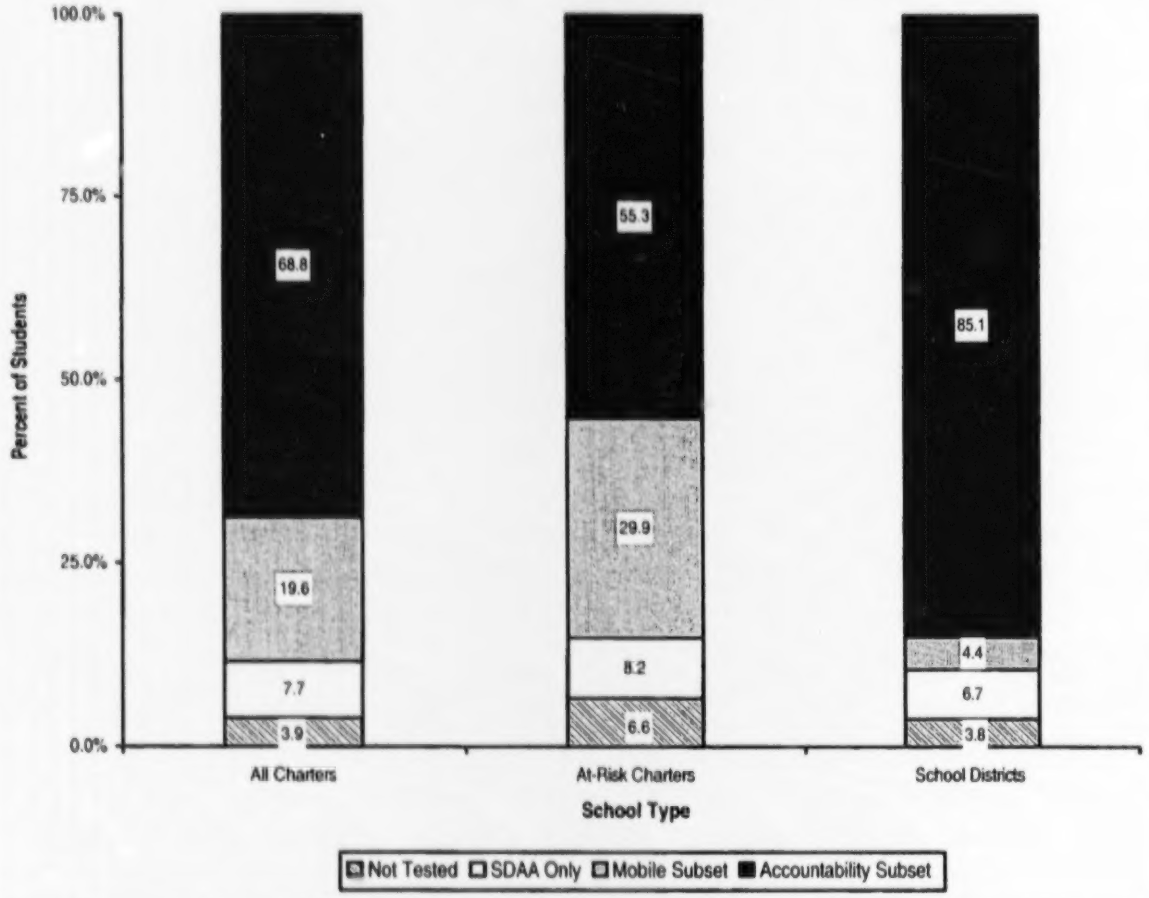
For the *all charter* class of 2001, the percent graduating (30.0%) nearly doubled from 1999 (15.3%), and the percent dropping out decreased from 27.4 percent to 14.9 percent (Figure 13.2 on page 148). The class of 2001 *all charter* graduation rate of 30.0 percent was much lower than the *school district* graduation rate of 82.0 percent, and the longitudinal dropout rate was more than two times higher in *all charter* schools (14.9%) than *school districts* (5.9%). The *all charter*

Table 13.5. Progress of Prior Year TAAS Failers in All Charter Schools, At-Risk Charter Schools, and School Districts, Reading and Mathematics, 2000 Through 2002

	All Charters				*At-Risk Charters*[a]				*School Districts*[b]			
Subject Area	**2000**	**2001**	**2002**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2002**
Reading TLI Growth	5.61	8.23	10.78	5.17	4.31	8.53	11.37	7.06	9.34	10.91	11.82	2.48
Mathematics TLI Growth	5.05	9.52	9.83	4.78	3.23	8.44	8.52	5.29	8.85	10.98	10.46	1.61
Percent Passing Reading	32.8	36.8	47.5	14.7	28.4	35.4	47.8	19.4	49.1	52.3	59.0	9.9
Percent Passing Mathematics	25.8	37.4	49.1	23.3	19.2	34.0	43.1	23.9	50.0	57.6	61.8	11.8

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charter schools.

Figure 13.1. TAAS Participation, All Charter Schools, At-Risk Charter Schools, and School Districts, Spring 2002



Note. The category "At-Risk Charters" includes only charters with 51.0 percent or more of students at risk of dropping out of school. The category "School Districts" excludes charter schools.

longitudinal continuation and GED rates were also higher than the *school district* rates. *At-risk charter* campuses had a slightly lower longitudinal dropout rate (13.7%) than the students in *all charters* (14.9%).

Percentage Completing Advanced Courses

In 2000-01, the most recent year for which data were available, 8.0 percent of *all charter* students in Grades 9-12 completed at least one advanced course (Table 13.8 on page 149). The rate was a decrease from the 1998-99 rate of 11.8 percent. The *at-risk charter* rate of 6.0 percent was also a decrease from 1998-99 (9.9%). The *school district* rate was considerably higher (19.1%) but was a slight decrease over the past two years. There were decreases for African American, Hispanic, and White students for *all charters*, *at-risk charters*, and *school districts*. However, African American students had the greatest decrease for *all charters*, *at-risk charters*, and *school districts* (7.4, 4.0, and 1.4 percentage points, respectively).

Table 13.6. Percent Passing and Participation in End-of-Course Examinations, All Charter Schools, At-Risk Charter Schools, and School Districts, 2000 Through 2002

	All Charters				*At-Risk Charters*[a]				*School Districts*[b]			
Passing/Taking	**2000**	**2001**	**2001**	**Change 2000 to 2002**	**2000**	**2001**	**2002**	**Change 2000 to 2001**	**2000**	**2001**	**2002**	**Change 2000 to 2002**
Algebra I												
Percent Passing	19.8	19.5	25.4	5.6	20.8	18.4	22.5	1.7	44.0	49.3	58.0	14.0
Percent Taking	10.3	8.6	8.7	-1.6	7.6	7.4	5.8	-1.8	17.6	17.3	17.1	-0.5
Biology												
Percent Passing	60.7	56.5	58.5	-2.2	60.0	46.9	52.3	-7.7	80.4	80.0	79.9	-0.5
Percent Taking	12.0	9.7	9.1	-2.9	10.0	7.8	7.0	-3.0	24.1	24.0	24.2	0.1
English II												
Percent Passing	53.7	53.0	46.1	-7.6	51.4	50.7	45.0	-6.4	77.8	75.2	69.1	-8.7
Percent Taking	10.9	8.5	9.1	-1.8	9.8	7.1	6.9	-2.9	22.0	22.2	22.0	0.0
U.S. History												
Percent Passing	47.2	41.8	44.3	-2.9	41.0	41.0	44.6	3.6	72.2	74.5	74.1	1.9
Percent Taking	11.6	9.0	8.7	-2.9	10.8	8.5	6.8	-4.0	18.8	18.7	16.4	-2.4

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charter schools.

Percentage Completing Recommended High School Graduation Plan

For the class of 2001, 10.1 percent of *all charter* students met the requirements for the Recommended High School Graduation Plan, which was about half the percent (19.1%) that met these requirements in the class of 1999. The *at-risk charter* students had a much smaller percent who met these requirements in 2001 than in 1999, down to 7.8 percent in 2001 from 31.8 percent in 1999. The *school district* rate was 51.7 percent for the class of 2001, which was a strong increase from the 15.0 percent for the class of 1999.

Among student groups, in *all charter* schools, African American, Hispanic, White, and economically disadvantaged students all showed decreases in the percentages that met the requirements over the past two years. However, African American students had the greatest decrease (from 27.8% to 3.5%). Conversely, the *school district* percentage of African American students who met the requirements increased from 9.8 percent in 1999 to 40.8 percent in 2001, with similar increases for the other student groups.

TAAS/TASP Equivalency

Equivalency rates for the *all charter* class of 2001 showed 41.5 percent of graduates scored sufficiently high on TAAS (when they first took the test) to have a 75 percent likelihood of passing the Texas Academic Skills Program (TASP). This was an increase from the *all charter* class of 1999 rate of 36.6 percent. The *at-risk charter* rate (40.2%) was nearly the same as the *all charter* average (41.5%). The *at-risk charter* rate was also an increase from the rate of 34.5 percent in 1999. In 2001, the *school district* rate was 66.8 percent, which was more than 10 percentage points higher than the 1999 rate of 53.5 percent.

College Admissions Tests

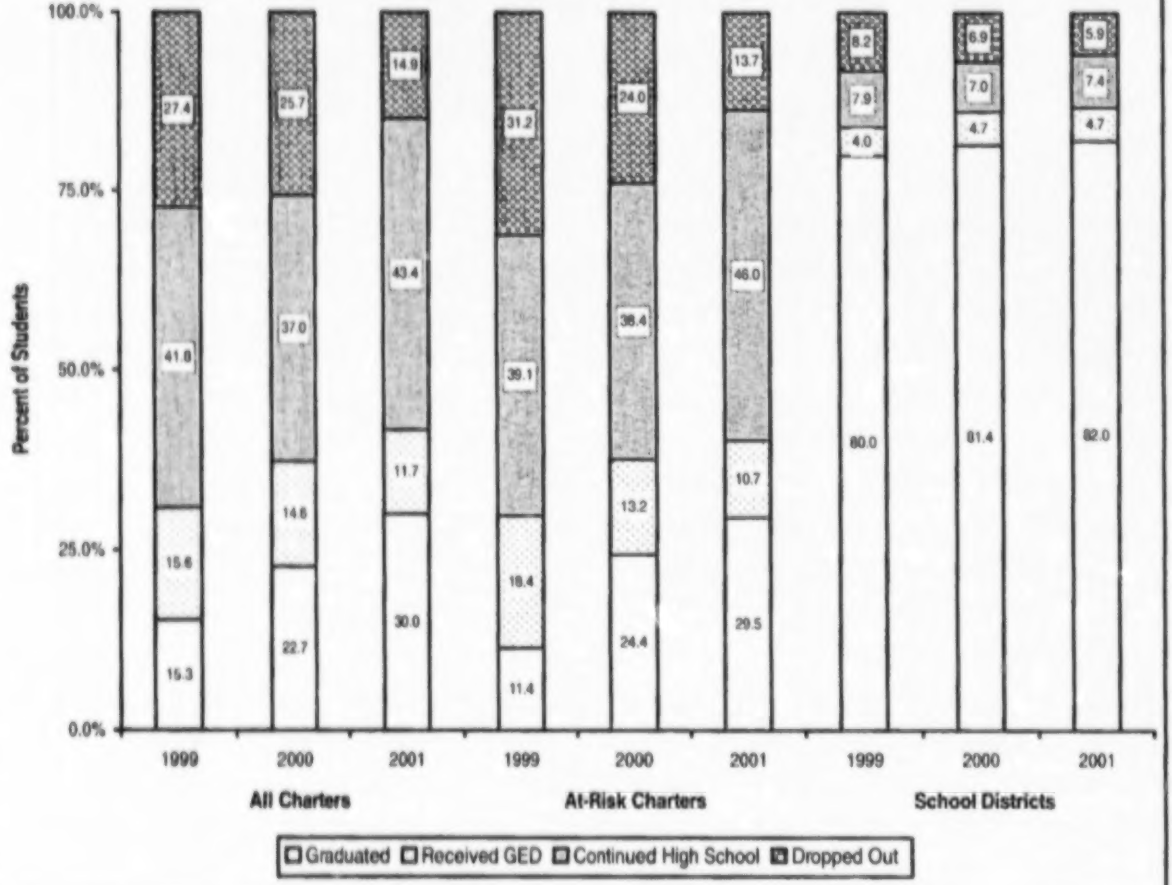
The percent of *all charter* graduates who scored at or above the criterion score on the SAT I Total (1110) or

Table 13.7. Annual Dropout Rates, Grades 7-12, All Charter Schools, At-Risk Charter Schools, and School Districts, 1998-99 Through 2000-01

	All Charters				*At-Risk Charters*[a]				*School Districts*[b]			
Student Group	**1998-99**	**1999-00**	**2000-01**	**Change 1998-99 to 2000-01**	**1998-99**	**1999-00**	**2000-01**	**Change 1998-99 to 2000-01**	**1998-99**	**1999-00**	**2000-01**	**Change 1998-99 to 2000-01**
African American	8.0	4.9	3.1	-4.9	10.6	5.7	3.9	-6.7	1.9	1.5	1.0	-0.9
Hispanic	8.6	8.6	4.0	-4.6	10.4	9.1	4.1	-6.3	1.9	1.6	1.2	-0.7
White	2.8	3.3	2.3	-0.5	4.0	3.9	3.0	-1.0	0.8	0.6	0.5	-0.3
Economically Disadvantaged	7.4	6.4	2.5	-4.9	8.8	7.1	2.8	-6.0	1.3	1.1	0.8	-0.5
All Students	7.2	6.1	3.3	-3.9	9.3	7.0	3.7	-5.6	1.4	1.1	0.8	-0.6

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charter schools.

Figure 13.2. Completion Rates/Student Status Rates, Grades 9-12, All Charter Schools, At-Risk Charter Schools, and School Districts, Classes of 1999 Through 2001



Note. The category "At-Risk Charters" includes only charters with 51.0 percent or more of students at risk of dropping out of school. The category "School Districts" excludes charter schools.

the ACT Composite (24) was 19.6 percent for the class of 2001, which was an increase from the class of 1999 (17.6%). The percent of graduates who took either college admissions test for this group decreased over the same period by 11.0 percentage points, down to 5.8 percent. The *at-risk charter* percent of students scoring at or above the criterion dropped from 10.0 percent for the class of 1999 to 0.0 percent for the class of 2000; however, the class of 2001 returned to 10.0 percent scoring at or above the criterion in 2001. The percent of these graduates taking the tests decreased slightly to 3.1 percent in 2001 (from 3.5% in 1999). For *school districts*, the class of 2001 percent scoring above the criterion score was 26.9 percent, down very slightly from the class of 1999 (27.2%). For *school district* students in the class of 2001, the percent taking either test was 63.7 percent, which was an increase from the class of 1999 (61.9%).

The average SAT I score for the *all charter* class of 2001 was 923, up from 894 for the class of 1999. The average ACT I score of 17.9 for this group was a slight increase from the class of 1999 average score of 17.2. The *school district* class of 2001 had an average SAT I score of 987, and ACT I score of 20.2. For the *at-risk charter* class of 2001, the average score for the SAT I was 844, an increase from the class of 1999 average score of 793. The mean ACT I score for this group was 17.0.

Table 13.8. Percent Completing Advanced Courses in All Charter Schools, At-Risk Charter Schools, and School Districts, by Student Group, 1999 Through 2001

	All Charters				*At-Risk Charters*[a]				*School Districts*[b]			
Student Group	**1999**	**2000**	**2001**	**Change 1999 to 2001**	**1999**	**2000**	**2001**	**Change 1999 to 2001**	**1999**	**2000**	**2001**	**Change 1999 to 2001**
African American	14.9	17.4	7.5	-7.4	10.1	17.1	6.1	-4.0	14.8	14.5	13.4	-1.4
Hispanic	9.7	8.5	6.9	-2.8	9.9	8.3	5.9	-4.0	14.9	15.4	14.3	-0.6
White	12.6	12.5	9.9	-2.7	9.0	6.5	5.8	-3.2	23.4	23.3	23.1	-0.3
Economically Disadvantaged	14.2	15.8	10.5	-3.7	7.5	16.1	8.7	1.2	13.0	13.6	12.6	-0.4
All Students	11.8	12.1	8.0	-3.8	9.9	10.6	6.0	-3.9	19.7	19.8	19.1	-0.6

[a] Charters with 51.0 percent or more of students at risk of dropping out of school. [b] Excludes charter schools.

Agency Contact Persons

For information on charter schools, contact Susan Barnes, Assistant Commissioner, Charter Schools Division, (512) 463-9575.

Other Sources of Information

AEIS Performance Reports and Profiles for charter schools and campuses are available from each charter school, the agency's Division of Communications, (512) 463-9000, or on the TEA web site at www.tea.state.tx.us/ under Performance Reporting.

District, campus, and charter school accountability ratings are also available on the TEA web site under Performance Reporting. The AEIS Glossary, which describes each item on the report, is also available via the TEA/Performance Reporting web site.

14. Character Education

House Bill (HB) 946, passed during the 77th Texas Legislature, 2001, permits, but does not require, school districts to offer character education programs.

To be designated a Character Plus School, a school's program must:

- stress positive character traits;
- use integrated teaching strategies;
- be age-appropriate; and
- be approved by a district committee.

In June 2002, the agency conducted the first annual survey of school districts and charter schools to determine the perceived impact of character education programs on student discipline and academic achievement and to collect other related data. The agency sent surveys to all 1,040 school districts and 218 charter schools. Out of 1,258 surveys sent, 797 were returned, for a response rate of 63.4 percent.

School districts and charter schools were asked to indicate whether or not they had implemented a character education program. There were 302 (37.9%) districts and charter schools that responded they had not implemented a character education program; 495 (62.1%) respondents indicated they had implemented some type of a character education program. Of the 495 districts and charter schools that reported implementing a character education program, 287 had implemented programs that met the criteria for Character Plus Schools, 216 had implemented programs not meeting the criteria for Character Plus Schools, and eight had implemented character education programs of both types. Based on the data reported by the 287 districts and charter schools, the agency designated their campuses as Character Plus Schools.

On the survey, districts and charter schools that reported implementing any character education programs were asked if these programs impacted academic achievement, student discipline, or other areas. Table 14.1 summarizes the responses on the perceived impact of these programs on academic achievement. Sixty-five percent of the respondents reported their Texas Assessment of Academic Skills (TAAS) scores had been positively impacted by their character education programs. Improved local grades were reported by 53 percent of the respondents. While in the minority, some districts and charter schools reported that their character education programs did not impact their TAAS scores (13.4%) or change their local grades (13.8%).

Table 14.1. Surveyed District/Charter School Responses to the Perceived Impact of Their Character Education Programs on Academic Achievement, June 2002

Item	Response (%)
Improved Texas Assessment of Academic Skills scores	65.0
Improved local grades	53.0
No change in local grades	13.8
No change in Texas Assessment of Academic Skills scores	13.4
Other academic achievement	5.1

Note. Respondents could choose more than one item.

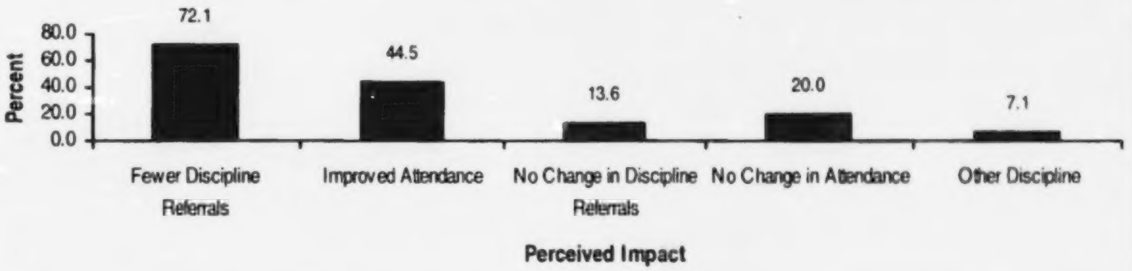
As can be noted in Figure 14.1 on page 152, the majority (72.1%) of surveyed districts and charter schools with character education programs perceived that these programs led to fewer student discipline referrals; a much smaller percent (13.6%) perceived no change in discipline referrals as a result of character education. Slightly less than half (44.5%) of the respondents with character education programs indicated the programs improved student attendance, while 20.0 percent reported the programs did not impact student attendance.

Districts and charter schools that reported implementing any character education program were asked if there were any other areas that had been impacted by these programs. The "other" category received a variety of responses. The most frequent responses were:

- too soon to evaluate or insufficient data to date;
- improved parental involvement;
- improved community involvement;
- improved morale/school pride;
- improved student attitudes;
- improved self-esteem;
- increased respect for others/school; and
- improved student leadership.

In addition, the surveyed districts and charter schools reported a variety of programs that met the criteria set

Figure 14.1. Surveyed District/Charter School Responses to Perceived Impact of Character Education Programs on Student Discipline and Attendance, June 2002



Note. Respondents could choose more than one item.

out in HB 946 for the agency to designate them as Character Plus Schools. In the 2001-02 school year, there were 2,005 Character Plus Schools in Texas and 1,109 other campuses implementing character education programs not designated Character Plus programs.

Agency Contact Person

For information about Character Plus Schools or character education programs, contact Ann Smisko, Associate Commissioner for Curriculum, Assessment, and Technology, (512) 463-9087.

Other Sources of Information

The 2001-02 Character Education Letter and Survey are available at http://www.tea.state.tx.us/curriculum /index.html.

The criteria for Character Plus Schools as defined by Texas Education Code §29.903 and the list of Character Plus Schools for 2001-02 are available at: http://www.tea.state.tx.us/curriculum/charplus.html.

Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

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Abstract

From: Kallus, Richard
Sent: Monday, December 02, 2002 4:17 PM
To: DIVDIR
Subject: New Report from Department of Accountability Reporting and Research

The Division of Research and Evaluation has recently published the *2002 Comprehensive Annual Report on Texas Public Schools* (Publication No. GE03 601 01). The *Comprehensive Annual Report*, which describes the status of public education in Texas, is submitted to the legislature by December 1 each year as required under the Texas Education Code, §39.182.

The report contains an executive summary and 14 chapters on the following topics: state performance on the academic excellence indicators; a summary compilation of student performance on the state performance assessments and a study of the correlation of course grades with state assessments; a summary report on students in alternative education settings; a summary compilation of performance of students at risk of dropping out of school; student dropouts; grade level retention of students; district and campus performance in meeting state accountability standards; status of the curriculum; waivers and deregulation; administrative cost ratios of school districts; district reporting requirements; funds and expenditures of the Texas Education Agency; a comparison of open-enrollment charter schools and school districts on the academic excellence indicators, accountability measures, and student performance; and a status report on character education programs.

The report is available on the TEA website at http://www.tea.state.tx.us/reports/. Paper copies of the report will be available beginning December 9 through the TEA Publications Office at (512) 463-9744. Additional information about the report may be obtained by contacting the Division of Research and Evaluation at (512) 475-3523. The Research and Evaluation website is http://www.tea.state.tx.us/research/.